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AUTHOR Rosenstein, Irwin; Donaldson, George W.  
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## ABSTRACT

The culmination of educational experiences in the outdoors is the resident outdoor education program. Involving teachers and pupils living and learning in the natural environment, the program emphasizes the development of human values and provides students with learning opportunities that focus on direct, real, and relevant experiences. Intended to provide school district administrators and teachers with guidance and direction in planning and conducting resident programs, this guide presents basic policies and procedures essential to the success of resident outdoor education experiences. The guide discusses methods for planning and financing the program; selection of the site and facilities; program personnel--resident director, program specialist, instructional personnel, cook, doctor, nurse, maintenance staff, and secretary; the classroom teacher's role; and resources and materials--community leaders, national, state and local organizations, printed resources, audiovisual aids, and program equipment. Activities to be used in the program are listed along with suggested evaluative techniques. Appended are the New York State Education Law, the New York State Sanitary Code, evaluation forms, and a list of 21 resident outdoor education centers in New York State. (NQ)

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# OUTDOOR EDUCATION

A GUIDE  
FOR PLANNING  
RESIDENT  
PROGRAMS

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The University of the State of New York/THE STATE EDUCATION DEPARTMENT  
Bureau of General Education Curriculum Development/Albany, New York 12234

# OUTDOOR EDUCATION

## A GUIDE FOR PLANNING RESIDENT PROGRAMS



(Revision September 1977)

The University of The State of New York  
THE STATE EDUCATION DEPARTMENT  
Bureau of General Education Curriculum Development  
Albany, New York 12234

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## FOREWORD

Outdoor education is based upon the belief that learning through firsthand experience is the basic and most effective means of education. The culmination of educational experiences in the outdoors is the resident outdoor education program. This program involves teachers and pupils living and learning in the natural environment and using this environment to make the schools' curriculum more meaningful.

In today's curriculum, greater emphasis is being placed upon the development of human values and providing students with learning opportunities that emphasize direct, real, and relevant experiences. Resident outdoor education programs can contribute significantly in this respect and opportunity for such experiences should be included in planning the total school program.

The purpose of this guide is to provide school district administrators and teachers with guidance and direction in planning and conducting resident programs of outdoor education. Although it is not possible to include all of the information about such programs in one guide, this publication attempts to present basic policies and procedures which are essential to the success of resident outdoor education experiences.

The original manuscript for this publication was prepared by George W. Donaldson, professor of Outdoor Teacher Education at Northern Illinois University. It was reviewed by George C. Fuge, director of Outdoor Education, State University College at Cortland; Kent A. Reeves, director of Outdoor Education, State University College at New Paltz; Harry C. Thompson, director of Outdoor Education, Nassau County BOCES; and Charles Hunter, director of College Community Relations, State University College at Potsdam. Based upon their constructive suggestions, appropriate changes have been made.

Irwin Rosenstein, associate in the Division of General Education worked with members of the Bureau of General Education Curriculum Development in revising the final manuscript of this publication.

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## INTRODUCTION

Education should prepare individuals for productive and enjoyable lives. In order to achieve this goal, the educational curriculum should be based upon student needs and provide students with opportunities to:

- Become involved in interdisciplinary learning designed to better prepare them to solve human problems;
- Seek out knowledge through independent study and direct learning experiences;
- Develop their ability to improve their concept of personal achievement and self-worth;
- Develop conceptual, creative, communication, computational, and work skills;
- Take part in activities and planning that will develop their creative abilities;
- Develop a knowledge and appreciation of the environment and human relationships to the environment; and,
- Utilize leisure time in a constructive and worthwhile manner.

In recent years a great many American communities have become involved in planning and implementing an exciting and enriching kind of education for their children, designed to meet their needs and interests. Originally it was known as school camping, today it is more generally called "resident outdoor education." Less commonly used designations include Outdoor School, School-in-the-Woods, and Outdoor Laboratory School. An authentic diversity, as diverse as its terminology, has come about largely because no set pattern has emerged. Despite this healthy diversity, these educational experiences have certain characteristics in common:

- They transport children from the school site for live-in educational experiences not available at school.
- They are conducted during school time.
- They include at least one overnight stay at the site and are often 3 to 5 days in duration.
- Teachers accompany their children and, usually, both teachers and children are involved in planning for the experience.
- Facilities are mostly children's camps, or governmental sites, sometimes winterized for year-round use.
- The program is an integral part of the educational curriculum of the sponsoring school.

- Staff personnel are predominantly certified teachers.
- Programs involve primarily upper elementary school children, although each year a greater number of secondary school programs are conducted.

New York State was one of the states which pioneered resident outdoor education through the passage of a model school-camping law. This law provides for the establishment of school camps by school districts through authorization by the respective boards of education and states that they shall be used to furnish education for all children of school age.

Once a community has decided that it desires to enrich its school curriculum through resident outdoor education, there are sequential steps that should be taken to initiate and develop the program.

The most common violation of this sequential planning procedure usually occurs when, with understandable enthusiasm, communities select a site before they seriously study the educational program that they desire to conduct on that site. Once the educational program has been decided upon, then the selection of a site will enable the program to be carried out. It is necessary that the educational program be decided upon prior to selecting a site suitable for implementing the program.

A cardinal principle of planning should be that basic educational planning must come first. Every other aspect of planning should then refer to the educational plan and it should be evaluated continually as to whether it facilitates, enhances, or encourages the basic educational plan.

School districts which are fortunate enough to select a site and which develop their own facilities will attain a closer relationship between the educational plan and the facility. Most school districts have some choice of facilities and this choice should be exercised after educational planning.

The following aspects of planning for resident outdoor education are presented as essential to any program which means to be justifiable in terms of education, and in terms of the health and safety of the individuals involved.

## PLANNING THE EDUCATION PROGRAM

The planning of a resident outdoor education program should involve the combined efforts of school personnel and interested individuals and organizations from the community. Based upon this school-community planning concept, there are many roles that are essential and are, of necessity, interrelated with planning. The following guidelines are presented to assist in the planning of a resident program of outdoor education.

### The Board of Education

The cooperation and support of the board of education should be obtained in the same way as for any other school program. Upon recommendation of the staff and planning committees, the board should review and approve the general plans and allocate funds in the budget to provide for the outdoor education program. In resident outdoor education programs, as in other aspects of the school program, the board of education should assume its responsibility to provide instruction for the students and assume the cost of financing the program with the exception of food and insurance, which are usually the responsibilities of the students' families.

### The School Administrator

The school administrator, operating within the policies and approval of the board of education, should give leadership in developing an outdoor education program within the school curriculum. The administrator should be thoroughly familiar with the concepts of this program and assist in developing a realistic philosophy of the value of the program to the total educational process. He should present to the parents an understanding of these concepts and their value to their children. In the planning stages he should serve as a liaison between pupils and parents, teachers and parents, and also between various other agencies and the school.

### The Teacher

The teacher can play a significant part in the development of the outdoor education program by taking an active role in the initial planning stages, by identifying the philosophy and goals of the program, and by identifying those learning experiences in the school curriculum that might best be achieved at a resident outdoor education center.

Some of the general educational goals and curriculum objectives that teachers should identify include the following:

- To utilize direct learning experiences to complement subject matter learned in the classroom
- To apply arithmetic skills to firsthand learning in the outdoors
- To develop an understanding and appreciation of the local community and its historical development

- To recognize some common plants and animals in the local area
- To develop an understanding and appreciation of the natural environment
- To understand the importance of the balance of nature
- To realize the relationship between humans and their environment
- To develop positive human relationships and good social values, attitudes, and behavior

Getting along with people

Understanding and appreciating group planning and group living

- To develop an understanding of one's self as a human being

Self-discovery of one's worth as an individual

Understanding the value of positively contributing to society

- To develop an understanding and appreciation of physical well-being

Developing a knowledge of healthful living practices

Understanding that the body is a means of expression

In developing these goals and objectives, the teacher should meet with school administrators, curriculum personnel, and resource people who will be at the resident center. The teacher can also stimulate interest in the program by participating in or by helping to conduct preservice or inservice education workshops specifically designed for those individuals who will be responsible for giving leadership to the program.

#### The Parents

Parents, after understanding and accepting outdoor education as an integral part of the school curriculum, should be encouraged to participate in the planning and development of the program. If competent and qualified, they may also be utilized as resource personnel at the resident center.

In the initial planning stages, an orientation meeting for parents should be conducted and information concerning such program elements as purpose and goals, learning activities, financing, facilities, and the general health, safety, and welfare of the students should be presented.

#### The Students

Students, through their own enthusiasm, can generate considerable interest in outdoor education. Working cooperatively with the teacher, they can develop their own plans for the program in a logical and organized manner. These planning sessions should be part of the classroom experience

and might involve discussion of the following questions:

- Why are we going to an outdoor education center? (Philosophy)
- What will we do there? (Program)
- When will we do these things? (Schedule)
- What is a resident center? (Facilities)
- What will we eat? (Menu planning)
- What rules or regulations are necessary? (Democratic living)
- What outdoor behavior is required? (Environmental etiquette)

Students may form committees to carry out specific responsibilities such as planning menus, reporting to the student body, recommending clothing and equipment to be taken, establishing dining room procedures, and identifying activities that could be accomplished during the resident program.

When the program is completed, many of the educational experiences can be related to parents and the community through such activities as writing letters, dramatic presentations, and the presentation of oral, written, and visual reports.

### The Community

The interest and commitment of the community can often determine the success or failure of the program. For this reason, it is essential that the entire community be informed of the value of outdoor education experiences for students and its relationship to the total school curriculum.

In developing a resident outdoor education program, careful planning and study should be done by the community and by local groups made up of educators, parents, and representatives of agencies that are concerned with the education and welfare of the total community. Individuals and organizations concerned with environmental quality can also bring about interest within the community and can be of valuable assistance in the implementation of a resident outdoor education program.

### Boards of Cooperative Educational Services

In some situations, it is best to plan a resident outdoor education program through the combined efforts of a number of districts. Some school districts have conducted such programs through the shared services which are provided by Boards of Cooperative Educational Services.

### State Agencies

A number of State agencies provide assistance to local school districts in planning resident programs of outdoor education. (See pages 18 and 19.)

## FINANCING THE PROGRAM

Outdoor education is an integral part of the educational curriculum. Therefore, the financing of resident outdoor education programs should be the responsibility of the board of education.

Finances should be provided for such budgetary items as rental or purchase of an outdoor site, transportation, instructional and leadership services, insurance, and supplies and equipment. The cost of food for students while living at the resident center should be the responsibility of the family since it has the responsibility for the care of its children. It should be emphasized, however, that under no circumstances should a student be prevented from taking part in the resident program due to lack of funds. Where such a problem results, social agencies and community service organizations often provide finances to cover this expense.

In school districts where funds are not budgeted for outdoor education, the total cost of the program can be financed by parents, or by pupils working on school and community projects. In other instances, the cost of the program can be shared between parents and the board of education with parents usually paying the food cost and the school district assuming all other expenses.

Some factors which should be considered in budgeting for the program include the following:

- Cost of the facility
- Salaries of personnel
- Food
- Insurance
- Transportation

Financial aid for the program can come from a variety of other sources including State, Federal, and private funds. Some examples are listed below.

### State

- Boards of Cooperative Educational Services
- Urban education funds

### Federal

- ESEA Title I and Title IV-C
- Education of the Handicapped Act

### Private

- Philanthropic foundations
- Community service organizations

## SITE SELECTION AND FACILITIES

Site selection for a resident outdoor education program is extremely important and considerable thought should be given to this point.

The question of whether the site is purchased or leased by the school district will depend upon a number of factors. If the school district believes strongly that outdoor education provides significant educational value when made an integral part of the curriculum, the purchase of a site may be a more desirable procedure. However, most school districts will probably desire to experiment with the program for a period of time to determine its value before incorporating it permanently into the curriculum. Therefore, it may be more advantageous to rent an existing facility.

### Acquisition of a Site

Acquiring a site may occur in several different ways. Probably the most desirable is receiving a site as a gift from an interested donor. However, it is important for the donor to relinquish all rights to the site and leave the development of the area to the school district. A school district may purchase outright a desirable site for the program. A site may also be acquired by renting established resident outdoor education centers or using local, State, or national parks. The reduced cost of rental is a favorable factor in this procedure and such areas usually have buildings and utilities furnished.

When planning to purchase or rent a site, the school district should inform the public of its intentions. School bulletins, newspapers, brochures, and letters are means of informing the public of the features the school district prefers in a site. It is also a good policy to establish a committee of citizens and school personnel to explore the possibilities and become aware of what is available. The use of such a committee promotes good public relations and enlists community support.

In either the purchase or rental of a resident outdoor education facility there are certain desirable features which are important, including the following:

- The site is located away from densely populated areas and provides maximum privacy.
- The site is within reasonable traveling distance from the school.
- Roads leading to and from the site are accessible at all times during the year.
- There are no hazards on the site that would adversely effect the health and safety of the students.
- The site should contain several types of topography within its boundaries.
- The approximate size of the site should be 1 acre per student. If the site is adjacent to or near public land, a smaller area may be adequate.

- Buildings or other structures should be constructed safely and in accordance with building codes.
- The site should comply with State, county, and local sanitation laws.
- The site should have a safe and adequate water supply, sanitary sewage disposal, and electricity.

### Facilities

The facilities required for a resident outdoor education program will depend upon such factors as the size of the site, topography of the area, climatic conditions, number of students in the program, and curriculum content.

The size of the site determines the number of buildings that can be constructed and the number of students that can be accommodated. The topography usually determines the areas where construction of the buildings is practical. The number of students in the program must be considered when planning the building. Curriculum content will also influence what facilities are to be provided.

Buildings that should be part of an outdoor education resident center include an administration area, kitchen and dining hall, living quarters, a lodge or meeting area, and bathroom facilities. Although not essential, facilities such as an infirmary, a library, and a staff lodge are desirable.

If the center is to be used on a year-round basis, the buildings should be winterized. In planning winterized facilities, heating, insulation, protected water supply, and sewage disposal should be taken into consideration.

## PROGRAM PERSONNEL

The adults who live and learn with the students during the resident program are of critical importance. Exemplary individuals who possess both the human and technical skills to educate students in an outdoor environment will contribute more to assuring quality experiences for children than any other single factor. Excellent leadership can compensate for other program limitations, but the reverse is not true; there is no substitute for proper leadership.

Programs tend to be organized into two patterns of staffing as follows:

- a minimum staff assigned full time to the site, with frequently just a director or coordinator...teachers and other school personnel attend with the students and conduct the total program...In this type of situation, the permanent staff member serves as a resource person to those who actually do the teaching. This individual will usually also assume responsibility for administrative concerns such as facilities and food service.
- a complete resident staff of relatively specialized people, supervised by a director...In this pattern, most of the leadership during the resident program is the responsibility of the permanent staff, and classroom teachers assume more of a resource person role, advising the permanent staff on program matters and on specific child study concerns.

The staff of a resident center usually includes the following personnel:

### Resident Director

A resident outdoor education staff is composed of many individuals, but one person must assume overall responsibility for the resident center. This is a responsible position and the success of the program is often dependent upon the competence of this individual.

The resident director must have a knowledge of the area where the resident center is located, including such factors as its natural resources, hazards, site plan, and terrain. He or she should possess a practical knowledge of outdoor education, including its philosophy and techniques. He or she should have some actual experience in outdoor education, since experience, along with theory, will prove him or her with adequate preparation for this position. He or she must possess emotional maturity and have the ability not only to carry out his or her own tasks well, but be able to motivate and assist others in fulfilling their responsibilities. Since he or she will constantly be working with people and leading them, he or she should have a congenial personality. Such characteristics will assist him or her in overcoming difficulties, particularly with respect to interpersonal relationships.

Some other competencies which this person must have include the ability to work with teachers and other individuals in inservice education programs, to coordinate center activities, to select and care for equipment, to maintain records, and to host visitors or guests at the site.

### Program Specialist

The program specialist must have a thorough knowledge of outdoor education and truly enjoy outdoor activities and outdoor life. He or she must also have a sincere interest and concern for students and be willing to share in their activities and projects. Such involvement contributes to the friendship and loyalty of children and gives them a feeling that they are accepted and that adults have faith in them.

He or she must possess many of the characteristics of the resident director and work closely with him or her in all matters concerning the program. He or she is responsible for daily programs, including their planning and the posting of information. In close cooperation with the resident director, he or she assists in selecting and training staff.

### Teachers and Other Instructional Personnel

Teachers and other staff personnel are crucial to the success of any resident program and their expertise and contributions underlie the purpose of outdoor education. The role of the classroom teacher is presented in a following section.

Some resident programs employ college or high school students who assist the teachers on the staff. Usually these students are carefully selected young people who intend to become teachers or youth leaders and are deeply interested in working with children. In programs which utilize such individuals, it is important that adequate supervision be provided for the safety and welfare of all concerned.

### Cook

The chief cook should be a competent person who is able to plan meals for a large group. His responsibilities include the supervision of dining hall personnel, the purchase of food supplies, and, when necessary, the hiring of additional kitchen staff.

### Doctor

The school doctor may serve as the resident center doctor if the site is not far from the school. However, it may be necessary to utilize the services of another physician to serve in this capacity. It is also important for a doctor in the immediate vicinity of the center to be on call in the event of an emergency.

### Nurse

The school nurse should be a permanent member of the staff. He or she should administer first-aid and be generally responsible for the health of the students while at the outdoor education center.

### Maintenance Staff

A maintenance staff is of utmost importance to any resident outdoor education center. The duties of such individuals are general maintenance

such as carpentry, electrical and mechanical repairs, and improvement of the grounds.

### Secretary

In order to operate the program efficiently, a secretary or clerk should be available to do the typing and other clerical tasks. He or she should be dependable, courteous, cooperative, and should enjoy the environment of an outdoor center.

There is no single set of specific criteria that can be established for personnel selection in outdoor education. However, in addition to those social and technical skills which are characteristics of the successful teacher, the following attributes are highly desirable.

- A knowledge of the nature of learning in informal and lifelike situations
- Competence in teaching methods in informal outdoor settings
- The ability to relate outdoor learning experiences to classroom objectives and activities
- A general knowledge of the outdoor environment and the nature of outdoor activities

Leadership qualities among staff members will become apparent during the planning stages of the program. Teachers and other school personnel who are sincerely interested in this type of living and learning experience will soon make themselves known. Schools usually find their leader from among their own faculties and generally feel that this is their best source. However, should leadership not emerge from the local situation, the Bureau of Physical Education and Recreation of the State Education Department can identify qualified resource personnel to assist schools in the planning and implementation of resident programs.

Regardless of the source from whence personnel come, the number of people concerned, or the level of their professional competence, there will be a need for inservice education. Some of the effective inservice education programs that have been provided include the following:

- Study committees - outdoor education committees made up of school administrators, teachers, students, and community leaders who plan and develop programs.
- Local teacher workshops - consultants work with teachers and other school personnel through firsthand learning experiences to develop knowledge and technical competence, as well as confidence and interest in outdoor learning.
- College and university courses - a number of colleges and universities offer opportunities for teachers to take courses specifically designed to provide information and develop competencies in outdoor education.

These courses are conducted during the school year, as well as in the summer months.

- State and regional workshops - a number of inservice education workshops and conferences are conducted on a Statewide and a regional basis by the State Education Department and the State Department of Environmental Conservation. There are also professional education organizations which provide regional inservice education programs.

Continuous inservice education is essential to the professional growth of teachers and contributes significantly to the success of an outdoor education program. Therefore, it is important that such experiences be provided for personnel involved in the planning and conduct of the program.

## ROLE OF THE CLASSROOM TEACHER

Classroom teachers are constantly involved in a variety of shared experiences with the students in their classes. Among these experiences, outdoor education can be one of the most realistic and meaningful.

An important characteristic that classroom teachers should possess to be successful in outdoor education is a sincere interest and enthusiasm for the outdoors and a natural inquisitiveness about nature's phenomena.

An understanding of ecological principles and practices is most helpful in using the outdoors as a learning laboratory. However, teachers do not have to know all the answers to teach in outdoor situations. It is refreshing and constructive when they can, at times, learn and explore with the students.

To make resident outdoor education experiences more enjoyable and worthwhile, adequate thought and preparation should take place during the preplanning phase in the classroom. Each class, in cooperation with the teacher, should develop its own type of program and the teacher should coordinate the organization, implementation, and evaluation of the program for the class. During the planning session, each class will be influenced by its members, by previous experience, and by the interest and enthusiasm of the teacher.

Some aspects of the program to be discussed by the teacher and the class include the following:

- Establish positive attitudes through discussion of opportunities that outdoor education provides.

Cooperation and helping others

Respecting the ideas and opinions of others, in order to live together more enjoyably

Learning to use one's senses more effectively through seeing, hearing, tasting, touching, and smelling

Learning to enjoy new experiences involving foods, surroundings, and planned activities

Learning to accept pleasantly the difference of a more basic type of living.

- Discuss outdoor education in relation to classroom learning and its contribution to specific subject matter in the curriculum.
- Discuss the objectives of the program and the specific goals to be achieved.
- Conduct research in regard to history and settlement, industry and agriculture, topography, native birds and animals, conservation

practices, weather prediction, rural schools, and the transportation route to the site.

- Discuss the outdoor education center as a community and establish rules by which everyone will live.
- Plan individual and group responsibilities.

Houskeeping chores

Kitchen and dining room assignments

Sanitation procedures

Respect for property of others

- Discuss each program activity.

Is it a group activity?

Can it best be accomplished at a resident center?

Does it come from or lead to other areas of the school curriculum?

Does it require use of the individual's intellect, imagination, or sense of responsibility?

The teacher should, if possible, become acquainted with the outdoor education center before the program begins so that greater consideration can be given to utilizing the natural areas for instructional purposes. The teacher should also become aware of any hazards that might exist on the site. By acquiring information on the history and settlement of the area, its topography, people, native birds and wildlife, more successful planning of activities should result.

Learning experiences at the resident center will be interdisciplinary and include such curriculum areas as social studies, language arts, mathematics, health and safety education, physical education, home economics, and the humanities, including art, music, and drama. The teacher's primary responsibility in supervising and instructing the students is to make these outdoor learning experiences meaningful and enjoyable.

Another responsibility of the teacher during the program is to assist students in developing characteristics such as initiative, self-reliance, and the ability to work, plan, and live together democratically. Resident outdoor education, as an integral part of the school curriculum, offers one of the best ways for students to develop such personal attributes. Through outdoor education, the teacher is able to teach students to recognize, identify, and respect the natural environment. No longer are students just members of the class; they are special human beings with whom the beauty of nature has been shared. This is a relationship that is most difficult to achieve in the formal classroom, but quite natural to accomplish in an outdoor situation.

When the program has been completed and the students return to the classroom, additional activities should be engaged in to make the experience one of maximum value. Correlating outdoor learning with classroom study could include such things as: mounting and classifying rocks, leaves, and mosses; developing units on trees and plant life; writing and reading about things seen or done at the center; and, meeting with community groups and agencies to discuss conservation practices and their relationship to solving environmental problems. Other activities might include sharing experiences with other classes in the school, organizing assembly programs, and conducting outdoor education fairs to inform the public about the program.

Probably one of the most important activities following the program is its evaluation by the teacher, students, and parents. (See pp. 25-26 and Appendix C beginning on p. 58.)

## RESOURCES AND MATERIALS

As stated previously, the classroom teacher should assume a major responsibility for outdoor education. It is also important for other appropriate members of the school faculty to become involved in the planning of outdoor learning experiences. Such a coordinated effort makes better use of the interests and competencies of the total staff.

In a resident outdoor education program the classroom teacher should work cooperatively with other classroom teachers interested in outdoor education and with other faculty members who teach related subjects, including art, music, physical education, homemaking, and industrial arts. Other personnel from schools, colleges, and universities, and from State and Federal agencies can serve as human resources and contribute to the success of the program.

### The Outdoor Education Specialist

Depending upon the scope of the program, curriculum content, and type of facilities, it may be necessary for an administrator qualified in outdoor education to organize, implement, and coordinate the total program. Since the planning of a successful resident program of outdoor education requires knowledge in such areas as transportation procedures, equipment and supplies, finances, facilities, and State laws, it can be extremely beneficial to have such a resource person on the faculty to assist other teachers and interpret the program to the parents and the community.

### Colleges and Universities

A number of colleges and universities throughout the State have members of their faculty who are knowledgeable in various aspects of outdoor education. School districts planning and conducting resident programs should contact institutions of higher learning in their area, identify these people and request their services as a means of enriching the program.

### Community Leaders

Resource personnel for outdoor education are available in all communities. These people may be employed by local, State, and national agencies. They may be members of the staff of State or Federal governments. They may be members of local organizations interested in, and concerned about, the outdoors. They can be parents and citizens who pursue interests in outdoor recreational activities. It is well worth the time and effort to identify such leaders and maintain a current directory of the services they provide.

In order to use resource personnel most effectively for a resident outdoor education program, the following guidelines are presented:

- Evaluate the total program to determine how resource personnel can best be used.
- Identify and develop a list of individuals in the community who could serve as resource personnel.

- Contact the resource people desired to determine their interest and their availability to become involved in the program.
- Specific information concerning the type of resource service desired, time, place, instructional procedures, and financial remuneration, if necessary, should be given for the resource people involved.
- Resource people should be involved in the preliminary planning of the program whenever possible. This should involve spending some time in the classroom meeting the children and learning about the program.
- Resource individuals should work cooperatively with teachers, thereby enhancing their competence.
- The contributions of resource personnel should be evaluated after their involvement to determine the significance of their contribution to the learning process.

The utilization of resource personnel who possess expertise in specific aspects of outdoor education can enrich resident programs considerably. Not only can such people be of value to teachers, but having someone outside the school teach a specific activity or subject can generate a great deal of interest and enthusiasm among the children.

There are many organizations and agencies at the local, State, and national levels which can provide resource assistance for outdoor education. Some of these include:

#### National

American Association for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036

American Camping Association, Bradford Woods, Martinsville, Indiana 46151

American Forestry Association, 919 17th Street, N.W., Washington, D.C. 20036

American National Red Cross, 17th and D. Streets, Washington, D.C. 20006

American Orienteering Service, Highway 39 North, La Porte, Indiana 46350

American Youth Hostels, Inc., 20 W. Seventeenth Street, New York, New York 10011

Association of Private Camps, 55 W. 42nd Street, New York, New York 10036

Athletic Institute, 803 Merchandise Mart, Room 805, Chicago, Illinois 60654

Boy Scouts of America, 2 Park Avenue, New York, New York 10016

Boys' Clubs of America, 771 First Avenue, New York, New York 10017

Bureau of Outdoor Recreation, Department of the Interior, Washington, D.C. 20025

Camp Fire Girls, Inc., Supply Division, 450 Avenue of the Americas, New York, New York 10011

Conservation Foundation, 1250 Connecticut Avenue, N.W., Washington, D.C. 20036

Soil Conservation Service, U.S. Department of Agriculture, Washington, D.C. 20250

The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

U.S. Fish and Wildlife Service, Department of the Interior, Washington, D.C. 20025

U.S. Geological Survey, Department of the Interior, Washington, D.C. 20025

Young Men's Christian Association, National Board, 600 Lexington Avenue, New York, New York 10022

Young Women's Christian Association, National Board, 600 Lexington Avenue, New York, New York 10022

#### State

New York Section, American Camping Association, 225 Park Avenue, South, New York, New York 10003

New York State Association for Health, Physical Education and Recreation, Executive Park, North, Albany, New York 12203

New York State Department of Environmental Conservation, 50 Wolf Road, Albany, New York 12201

New York State Department of Health, Empire State Plaza, Tower Building Albany, New York 12237

New York State Education Department, Physical Education and Recreation Unit, Albany, New York 12234

New York State Office of Parks and Recreation, Empire State Plaza, Albany, New York 12238

New York State Outdoor Education Association, Box 26, Syracuse, New York 13215

### Local

American Red Cross Chapters

Boy Scouts

Boys' Clubs

Camp Fire Girls

Catholic Youth Organization

Church Groups

Civic and Service Clubs

County Health Department

County Parks and Recreation Departments

4-H Clubs

Girl Scouts

Girls' Clubs

Jewish Community Centers

Sportsmen's Clubs

Young Men's Christian Association

Young Women's Chirstian Association

In order to provide students with opportunities for optimum learning experiences, curriculum materials should be used before, during, and after the resident outdoor education program. Some of these materials are listed below:

### Printed Resources

- Books
- Pamphlets
- Periodicals

### Audiovisual Aids

- Pictures and charts
- Films, filmstrips, color slides
- Movie projectors

- Tape recorders
- Phonographs
- Photography equipment
- Mapmaking equipment

#### Program Equipment

- Microscopes, binoculars, telescopes
- Compasses, barometers, thermometers
- Fishing and boating equipment
- Craft materials
- Cooking and camping equipment
- Logging and carpentry tools
- Sporting goods and games
- First aid supplies

#### Resident Outdoor Education Selected Bibliography

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Smith, Julian W., Carlson, Reynold E., Donaldson, George W. and Masters, Hugh B. Outdoor Education. Prentice-Hall, Inc. Englewood Cliffs, N. J. 07632, 1972.

Thomas, Dian. Roughing It Easy. Brigham Young University Press. Provo, Utah 84602, 1975.

Van der Smissen, Betty, and Goering, Oswald H. A Leader's Guide to Nature-Oriented Activities. Iowa State University Press, Press Building, Ames, Iowa 50010, 1970.

## THE PROGRAM

The program involves a variety of activities that are directly concerned with living and learning in a natural environment. Classroom experiences and subject matter are related to the reality of the outdoors. Some of these activities are directly associated with the curriculum while others involve exploratory learning related to the environment. Suggested program activities involving some subject matter areas include the following:

### 1. Science

- Weather station activities
- Study of forests, soil, and water
- Geology visits to stone quarries or gravel pits
- Botany and zoology identification charts
- Study of stars
- Soil testing
- Photography

### 2. Mathematics

- Use of a compass
- Studying depth and surface of a lake
- Computing costs of food and purchasing supplies
- Mathematical computations in logging; determining board feet
- Angles in determining heights of trees and buildings
- Surveying and mapping

### 3. Social Studies

- Study of deserted farms
- Study of local mining, agriculture, logging, and wood products industries
- Problems of air and stream pollution
- Participating in government of the resident center
- Study of dams, electric power, and watershed concepts
- Study of local history
- History of the outdoor education center area

### 4. Language Arts

- Labeling nature trails
- Keeping daily logs and journals
- Storytelling
- Writing poetry about nature
- Using literature concerning the outdoors
- Field trip reports
- Appearances before clubs and organizations to tell about outdoor education experiences

## 5. Health, Physical Education, and Recreation

- Studying sanitation requirements and procedures at the resident center
- Practicing good personal health habits
- Hiking, fishing, snowshoeing, and other outdoor skills
- Survival skills
- Lifesaving and water safety
- Orienteering
- First aid procedures

## 6. Industrial Arts

- Constructing an outdoor museum
- Constructing exhibits
- Interpreting blueprints
- Use and maintenance of tools
- Making birdhouses and feeding stations
- Making signs for nature trails

## 7. Humanities (art, drama, music)

- Singing songs
- Using native materials for art and music
- Writing and acting out plays and stories
- Preparing posters, charts, and exhibits
- Participating in ceremonial activities and pageantry
- Sketching and painting
- Organizing song fests and talent shows

## 8. Home Economics

- Planning balanced menus
- Preparing and serving foods
- Making beds
- Keeping living quarters neat and sanitary
- Practicing social graces at meals
- Wearing proper clothing
- Greeting guests and making introductions

## Scheduling

Generally there are certain parts of the resident program that are carried out at a specific time. Therefore, there is a scheduled time for such things as rising, breakfast, lunch, dinner, and bedtime. Usually, all groups within the class have the same schedule. However, it is possible for some groups to alter these routines if it does not inconvenience other groups.

Between these set routines there is time for a variety of other program activities. These activities may be incorporated into two general types of programs; those based primarily upon the existing school curriculum, and those which are more problem-centered.

Two examples of daily schedules are presented below.

Curriculum-Centered Program

|                  |                      |
|------------------|----------------------|
| 7:00 a.m.        | Rise                 |
| 7:30             | Set breakfast tables |
| 8:00             | Breakfast            |
| 8:30 - 10:00     | Activity I           |
| 10:00 - 11:40    | Activity II          |
| 11:50            | Set lunch tables     |
| 12:00            | Lunch                |
| 1:00 - 2:00 p.m. | Rest Time            |
| 2:00 - 3:00      | Activity III         |
| 3:00 - 4:00      | Activity IV          |
| 4:00 - 5:00      | Activity V           |
| 5:00 - 5:25      | Set dinner tables    |
| 5:30             | Dinner               |
| 6:30 - 8:00      | Evening program      |
| 8:30 - 9:00      | Prepare for bed      |
| 9:00             | Lights out           |

Typical activities conducted during the daily activity periods include language arts, music, art, social studies, mathematics, science, health education, and physical education. Evening activities include creative writing, arts and crafts, music, resource personnel discussions, and reading.

Problem-Centered Program

|                   |                               |
|-------------------|-------------------------------|
| 7:00 a.m.         | Rise                          |
| 7:30              | Set breakfast tables          |
| 8:00              | Breakfast                     |
| 8:30 - 9:00       | Housekeeping                  |
| 9:00 - 11:30      | Activity I                    |
| 11:30             | Set lunch tables              |
| 12:00             | Lunch                         |
| 12:30 - 1:30 p.m. | Rest                          |
| 1:30 - 2:00       | Store, bank, post office time |
| 2:00 - 5:00       | Activity II                   |
| 5:00              | Set dinner tables             |
| 5:30              | Dinner                        |
| 6:30 - 8:00       | Activity III                  |
| 8:00 - 8:30       | Rest and recreation           |
| 8:30 - 9:00       | Prepare for bed               |
| 9:00              | Lights out                    |

Typical activities conducted during the larger time blocks might include teacher-pupil planning, studying an abandoned farm, planting trees, fishing, boating, orienteering, and visiting a lumber mill. Evening activities might include campfire, storytelling, singing, games, folk and square dancing, and star study.

## EVALUATION

Evaluating the effectiveness of an outdoor education program is essential in order to determine its value in the educational curriculum. The significance of such a program can be determined through systematic appraisal. It can also identify areas of weakness and suggest means of improvement.

Outdoor education programs should be designed to meet the needs of students within the school district, and evaluation of the program will vary according to the educational aims and objectives of each school. Therefore, in the process of evaluation the initial procedure should be to define and clarify the primary objectives of the outdoor education program. Some of these objectives might include factual knowledge, skill development, attitudinal change, intellectual improvement, and personal and social adjustment.

### Evaluative Techniques

In selecting evaluative techniques, there should be certain criteria established to determine the degree to which objectives are being achieved. These criteria should be precise enough to permit appraisal, specific enough to cover the desired objective, and general enough to allow for individual differences.

Since program objectives vary, it will usually be necessary for schools to develop measuring instruments adapted to their own programs. Some measuring instruments which have been used successfully in evaluating resident outdoor education programs include these listed below. (See also Appendix C pp. 58 - 75.)

- Attitudinal and personality surveys
- Rating scales
- Questionnaires
- Anecdotal records
- Sociograms
- Interviews

In the selection or development of appropriate appraisal techniques, consideration should be given to such factors as validity, reliability, objectivity, and feasibility. It is also necessary to continually review and refine the evaluation process in order to make it as effective as possible.

### Followup Procedures

After the program has been evaluated, the school should analyze the results and include them in a written report. This report should interpret the findings and be made available to the board of education, teachers, parents, and citizens of the community.

The classroom teacher, who should be involved in all stages of the program with the children, should make a personal report to the school

administration and the parents. This report should include program achievements, attainment of educational objectives, and a financial summary. When appropriate, individual parent conferences should also be arranged.

Sound program evaluation and the reporting of results are of utmost importance to a school in terms of public relations. This is particularly true when the outdoor education program is new. It is essential that appropriate evaluation be carried out in order for resident outdoor education to take its place as an essential part of the educational curriculum for all children.

**APPENDIX A- NEW YORK STATE EDUCATION LAW — ARTICLE 91**

**School Camps**

**Section 4501.** Establishment of camps by school districts and appropriations authorized.

**4502.** Establishment of camps by city school districts and appropriations authorized.

**4501.** Establishment of camps by school districts and appropriations authorized. 1. A school district, acting through its board of education, is hereby authorized to establish camps on lands acquired by such school district by purchase, gift, grant, devise, rent, or lease or on lands the use of which has otherwise been acquired by such school district for camp purposes. Also, two or more school districts may jointly acquire lands for camp purposes in the same manner and establish and operate such school camps thereon as joint projects within the limit of funds provided therefor by the respective school districts and in accordance with regulations approved by the commissioner of education. Such camps shall be used to furnish education, physical training, recreation, and maintenance for all children of school age whether in attendance at a public or non-public school, and shall be under the jurisdiction of the board of education of such school district. Such board may, however, fix a reasonable fee to cover cost of food and instructional materials. Such board shall provide opportunity for children to receive instruction in such subjects as such board may deem proper. Such board shall prescribe the activities to be carried on and shall set up rules and regulations for admission to such camps and the conduct and discipline thereof. No child, whether in attendance at a public or non-public school, shall be denied admission to such a camp, or physical training, recreation and maintenance at such a camp, because of inability to pay any required costs or fees; but no child shall be entitled to free education, physical training, recreation and maintenance in any such camp for a period in excess of two weeks during any one year, unless the board of education prescribe and direct that physically handicapped or other children be maintained for a longer period. The board of education of such school district shall make a report at the annual meeting of such school district, of matters relating to carrying out the provisions of this section.

2. Any such school district is hereby authorized to appropriate in the manner prescribed by law relating to such school district such sums as may be necessary for the purpose of carrying out the provisions of this section. Money shall be paid out of the treasury of such school district in the manner provided by law.

3. The provisions of this section shall not apply to the board of education of the city of New York.

**4502.** Establishment of camps by city school district and appropriations authorized. 1. A city school district, acting through its board of education, is hereby authorized to establish camps on land provided therefor in parks adjacent to such city school district under the jurisdiction and control of the state council of parks or elsewhere. Such camps shall be used to furnish instruction, recreation and maintenance to children of school age. The board of education shall provide opportunity for children to receive instruction, in such subjects as it may deem proper. Such board

shall prescribe the activities to be carried on and shall set up rules and regulations for admission to such camps and the conduct and discipline thereof. Such camps shall be operated between July first and August thirty-first of each year and at such other times as such board of education may prescribe. No child shall be entitled to free instruction and maintenance in any such camp for a period in excess of two weeks during any one year, unless the board of education prescribe and direct that physically handicapped or other children be maintained for a longer period.

2. The board of education of a city school district may establish a camp for children to be located in state parks on Long Island, which have been or shall be selected by the state council of parks on account of accessibility and availability, as a model camp for the establishment of future camps.

3. The board of education of a city school district is hereby authorized to appropriate such sums as may be necessary for the purpose of carrying out the provisions of this article.

APPENDIX B-CHAPTER 1 STATE SANITARY CODE

PART 7

TEMPORARY RESIDENCES AND MASS GATHERINGS

(Statutory authority: Public Health Law, 225)

| Sec. |                                                                                                                 | Sec. |                                                                                                                              |
|------|-----------------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------|
|      | GENERAL PROVISIONS; PERMIT                                                                                      |      | MASS GATHERINGS; SPECIAL REQUIREMENTS<br>AND PROVISIONS                                                                      |
| 7.1  | Definitions                                                                                                     |      |                                                                                                                              |
| 7.2  | Application                                                                                                     | 7.40 | Permit required to hold or<br>promote a mass gathering;<br>application, issuance, revoca-<br>tion, posting                   |
| 7.3  | Notice of construction, enlarge-<br>ment, development, improvement<br>or conversion required; prior<br>approval | 7.41 | Engineering report                                                                                                           |
| 7.4  | Permit to operate a temporary<br>residence required; application,<br>issuance, revocation, posting              | 7.42 | Public liability and property<br>damage insurance                                                                            |
| 7.5  | Miscellaneous; duties of a<br>permittee                                                                         | 7.43 | Additional duties of a permittee<br>for a mass gathering                                                                     |
|      |                                                                                                                 | 7.44 | Proof of financial resources                                                                                                 |
|      | CONSTRUCTION AND MAINTENANCE                                                                                    |      | CHILDREN'S OVERNIGHT AND SUMMER<br>DAY CAMPS; SPECIAL PROVISIONS                                                             |
| 7.10 | Location grounds                                                                                                | 7.50 | Additional duties of children's<br>overnight and summer day camp<br>operators; personnel                                     |
| 7.11 | Housing; fire and safety<br>hazards; maintenance                                                                | 7.51 | Additional duties of children's<br>overnight and summer day camp<br>operators; fire safety                                   |
| 7.12 | Water                                                                                                           | 7.52 | Additional duties of children's<br>overnight and summer day camp<br>operators; sleeping quarters                             |
| 7.13 | Toilet facilities; temporary<br>residences                                                                      | 7.53 | Additional duties of children's<br>overnight and summer day camp<br>operators; food service                                  |
| 7.14 | Sewerage                                                                                                        | 7.54 | Additional duties of children's<br>overnight and summer day camp<br>operators; toilets, privies,<br>lavatories, showers      |
|      | PROTECTION OF FOOD AND FOOD SERVICE                                                                             | 7.56 | Additional duties of children's<br>overnight and summer day camp<br>operators; medical and nursing<br>insurance              |
| 7.20 | Kitchen; dining area; food<br>service                                                                           | 7.57 | Additional duties of children's<br>overnight and summer day camp<br>operators; transportation                                |
| 7.21 | Refuse storage and disposal                                                                                     | 7.58 | Additional duties of children's<br>overnight and summer day camp<br>operators; recreational safety<br>and equipment; animals |
|      | BATHING, SWIMMING, AND LAVATORY<br>FACILITIES                                                                   | 7.59 | (Reserved)                                                                                                                   |
| 7.30 | Bathing facilities                                                                                              |      |                                                                                                                              |
| 7.31 | Swimming pools and bathing<br>beaches                                                                           |      |                                                                                                                              |
| 7.32 | Handwashing facilities                                                                                          |      |                                                                                                                              |
| 7.33 | Hazardous materials                                                                                             |      |                                                                                                                              |
|      | VARIANCES                                                                                                       |      |                                                                                                                              |
| 7.34 | Variance; compliance schedule                                                                                   |      |                                                                                                                              |
|      | INSECT, RODENT, AND WEED CONTROL                                                                                |      |                                                                                                                              |
| 7.35 | Insect and rodent control                                                                                       |      |                                                                                                                              |
| 7.36 | Weed control                                                                                                    |      |                                                                                                                              |

Sec.

- |      |                                                                                                  |                                                                      |
|------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| 7.60 | Additional duties of children's traveling summer day camp operators; personnel                   | MOBILE HOME PARKS: SPECIAL PROVISIONS                                |
| 7.61 | Additional duties of children's traveling summer day camp operators; fee; itinary                | 7.70 Additional duties of mobile home park operators                 |
| 7.62 | Additional duties of children's traveling summer day camp operators; transportation              | TRAVEL VEHICLE PARKS AND CAMPSITES; SPECIAL PROVISIONS               |
| 7.63 | Additional duties of children's traveling summer day camp operators; communication               | 7.80 Additional duties of travel vehicle park and campsite operators |
| 7.64 | Additional duties of children's traveling summer day camp operators; food service                | HOTELS AND MOTELS; SPECIAL PROVISIONS                                |
| 7.65 | Additional duties of children's traveling summer day camp operators; emergency medical treatment | 7.90 Additional duties of hotel and motel operators                  |
|      |                                                                                                  | EMPLOYERS; OTHER REQUIREMENTS                                        |
|      |                                                                                                  | 7.100 Employees' quarters                                            |

## DECISIONS

### 1. Liability for negligent issuance of mass gathering permit

Claimant, which operated concession stands at rock festival held pursuant to a mass gathering permit issued by State Department of Health in accordance with Part 7 of the State Sanitary Code (10 NYCRR Part 7), commenced action seeking to recover for damages suffered by way of lost property and clean-up expenses on ground that the mass gathering permit was negligently issued. Held that where State actions are quasijudicial in nature requiring the exercise of judgment and discretion it is protected from liability therefor. Since the issuance of the permit was clearly a judgmental and discretionary act the claim was properly dismissed by the Court of Claims. *Burgundy Basin Inn v. State of New York*, 47 AC 2d 692 (1974).

## GENERAL PROVISIONS; PERMIT

**SECTION 7.1** Definitions. As used in this Part, the following words and terms shall have the indicated meanings:

(a) *Temporary residence* shall mean a property consisting of a tract of land and all tents, vehicles, buildings or other structures and installations, temporary or permanent pertaining thereto, any part of which may be occupied by people who are provided with at least some part or portion of the facilities by the operator, owner, lessee or occupant thereof, with or without stipulated agreement as to the duration of their stay. It shall include, but shall not be limited to: a property occupied by adults, children, or both, primarily for educational, recreational or vacation purposes; a group of three or more cabins, trailers or houses; a property used as a labor camp except a migrant labor camp as defined in Part 15 of this Title, a tourist camp, motel, tourist home, hotel, boarding house or lodging house, or other aforesaid in respect to some part or portion of the facilities, a property providing ground areas for the parking of three or more occupied travel trailers, campers, or mobile homes or the erection of tents or other shelters for overnight occupancy, or a summer day camp, a children's traveling summer day camp or a children's overnight camp as defined in this section.

(b) *Summer day camp* shall mean a property consisting of a tract of land and any tents, vehicles, buildings or other structures that may be pertinent to its use, any part of which may be occupied on a scheduled basis at any time between June 1 and September 15 in any year by children under 16 years of age under general supervision primarily for the purpose of outdoor organized group activities, for a period of less than 24 hours on any day the property is so occupied, and on which no provisions are made for overnight occupancy by such children except a property owned, leased or operated by a municipal corporation, school district, or public board, body, commission or authority or a swimming pool or bathing beach as defined in Part 6 of this Title to which said Part 6 applies. This term shall not include those places or facilities not having the general characteristics of a children's summer day camp as that term is generally understood and the State

Commissioner of Health shall have the power to except from the requirements of this Part a place or facility that is not within the intent of this definition of a children's summer day camp.

(c) *A children's traveling summer day camp* shall mean a summer day camp which regularly operates in the period between May 15 and September 15 in any year and regularly transports children under the age of 16 on a regular schedule to a facility, site, or property, including any tract of land, beach, park, stadium, building, tents or other structures pertinent to its use and primarily for the purpose of organized group activity except a children's traveling summer day camp operated by a municipal corporation, school district, or public board, body, commission or authority. The term shall not include those places or facilities not having the general characteristics of a children's traveling summer day camp as that term is generally understood and the State Commissioner of Health shall have the power to except from this Part a place or facility that is not within the intent of this definition.

(d) *A children's overnight camp* shall mean a property consisting of a tract of land and any tents, vehicles, buildings or other structures that may be pertinent to its use, any part of which may be occupied by persons under 18 years of age under general supervision for the purpose of outdoor or indoor organized activities and on which provisions are made for overnight occupancy of children and supervisors. This term shall not include those places or facilities not having the general characteristics of a children's overnight camp as that term is generally understood, and the State Commissioner of Health shall have the power to except from the requirements of this Part a place or facility that is not within the intent of this definition of a children's overnight camp.

(e) *A mass gathering* shall mean one which is likely to attract 5,000 people or more and continue for 24 hours or more but shall not include a temporary residence under permit.

(f) *Mobile home park* shall mean a property consisting of a tract of land and any mobile homes, vehicles, buildings or other structures that may be pertinent to its use, any part of which may be occupied by persons for living purposes other than recreation, traveling, or vacationing.

(g) *Labor camp* shall mean a property consisting of a tract of land and all vehicles, mobile homes, buildings, or other structures pertaining thereto, any part of which may be used or occupied by persons, or the families of such persons, (except those engaged in farm activities as defined in Part 15 of this Title), including sleeping facilities, provided in whole or in part, by the employer of such persons, or the owner, lessee, or operator thereof, with or without stipulated agreement as to the duration of their stay, whether or not they are supplied with meals but who are supplied with such services or facilities as are necessary for their use of such property.

(h) *Permit issuing official* shall mean, except as otherwise limited by the applicable provisions of articles 13-A, 13-B, and 13-C of the Public Health Law relating, respectively, to children's overnight and summer day camps and employee housing accommodations in certain motels and hotels, the

health commissioner or health officer of a city of 50,000 population or over, the health commissioner or health officer of a county or part-county health district, the State regional health director or district health officer having jurisdiction, a grade I or grade II public health administrator qualified and appointed pursuant to Part 11 of this Title, or any county health director having all the powers and duties prescribed in section 352 of the Public Health Law. The health commissioner or health officer of a city of 50,000 population or over, the health commissioner or health officer of a county or a part-county health district, or such grade I or grade II public health administrator or county health director may designate the director of environmental health of the health district; and the State regional health director or district health officer may designate the district sanitary engineer as additional persons authorized to issue the permits required by this Part.

(i) *Person* shall mean an individual, group of individuals, partnership, firm, corporation, association, political subdivision, government agency, municipality, industry, estate or any legal entity whatever.

(j) *Drinking water* shall mean water provided or used for human consumption, food preparation, or for lavatory, culinary, bathing or laundry purposes.

(k) *Sewage* shall mean excreta and the waste from a flush toilet, bath, sink, lavatory, dishwashing or laundry machine, or the water-carried waste from any other fixture or equipment or machine.

(l) *Refuse* shall mean all putrescible and non-putrescible solid wastes, including garbage, rubbish, ashes, incinerator residue, street cleanup, dead animals, offal and solid commercial waste.

(m) *Serious accident or illness* shall mean any event which results in death or requires resuscitation or admission to a hospital for more than 48 hours.

**7.2 Application.** (a) The requirements of this Part shall apply to a temporary residence occupied by or maintained for occupancy by 10 or more people, or to a mass gathering of 5,000 people or more, except:

(1) a hotel or motel located in a city with a population of 125,000 or more for which all water is derived from a public water supply system and from which all sewage is discharged to a public sewage system;

(2) a temporary residence occupied by an individual or his family or his personal friends or his household employees which is not one of a group of three or more complete residence units operated as a temporary residence;

(3) a temporary residence operated by a person approved, certified, or licensed under the Social Services Law as to the activities so approved certified or licensed;

(4) a temporary residence occupied for less than 60 hours in any calendar year other than a mass gathering;

- (5) a temporary residence used as a jail, hospital, nursing, or convalescent home;
- (6) a temporary residence used as a school or college dormitory, or a fraternity or sorority house that is affiliated with an academic institution approved under the Education Law;
- (7) any other type of operation, occupancy or use of a temporary residence determined by the State Commissioner of Health as not being within the intent or regulation by this Part.

(b) The requirements of this Part shall not apply to a migrant labor camp as defined in Part 15 of this Title.

**7.3** Notice of construction, enlargement, development, improvement, or conversion required; prior approval. No person shall construct or enlarge for occupancy or use a temporary residence or any portion or facility thereof, or develop and improve a property for occupancy and use as a temporary residence, or convert a property for use or occupancy as a temporary residence, without giving notice in writing of his intent to do so in the permit issuing official, at least 15 days before the proposed date of beginning of such construction, enlargement, development, improvement, or conversion. The notice shall give the name of the city, village, or town in which the property is located, the location of the property within that area, a brief description of the proposed construction, enlargement, development, improvement, or conversion, and the name and mail address of the person giving the notice and his telephone number, if any. The notice shall be supplemented by such further information, plans or specifications as may be required by the permit issuing official. Such plans or specifications, if approvable, shall be approved by the permit issuing official prior to the commencement of any such construction, enlargement, development, improvement, or conversion.

**7.4** Permit to operate a temporary residence required; application, issuance, revocation, posting. (a) No person shall operate any temporary residence or cause or allow the same to be occupied without a permit to do so from the permit issuing official.

(b) The issuance of a permit to operate a children's overnight or summer day camp shall be subject to the following special provisions:

(1) The permit issuing official shall issue a permit if, after inspection, the children's summer day camp or children's overnight camp is in compliance with the Public Health Law and this Chapter.

(2) All permits shall expire on December 31 of the year in which they were issued.

(3) The fee for a permit shall be \$100, except that no fee shall be charged in the case of a children's overnight camp or summer day camp operated by a person, firm, corporation, or association for charitable, philanthropic or religious purposes.

(4) Nothing in this section shall be construed to limit the responsibilities or duties of compliance arising out of any other provision of law.

(c) Application for a permit to operate a temporary residence shall be made to the permit issuing official, on a form and in a manner prescribed by the State Commissioner of Health, by the person who will operate the temporary residence. Application for a permit to operate a temporary residence shall be made at least 30 days before the first day of proposed operation of such temporary residence subsequent to its construction or conversion or prior to the expiration of an existing permit. An application shall be filed for a new permit, following the revocation of permit, 30 days before the proposed resumption of operation of the temporary residence. In the event of an intended change of operator of a temporary residence, the new operator shall apply for a permit before the change is effected. An application for a permit shall be filed before a change in the name of a temporary residence is made.

(d) The permit issuing official shall issue a permit for the operation of a temporary residence on a form prescribed by the State Commissioner of Health if he finds that the temporary residence will not be a potential source of danger to the general public health and safety or to the health or safety of the occupants of the temporary residence, and if he finds that the temporary residence or the proposed operation thereof conforms or will conform to the requirements of this Part. The permit issued for the operation of the temporary residence shall expire upon a change of the operator of the temporary residence, upon the date stipulated by the permit issuing official or upon the revocation of the permit. The permit issued for the operation of any temporary residence in a city or county having a sanitary code applicable to such a property shall expire on such date as may be specified in such code. Permits for a temporary residence other than a children's summer day camp or children's overnight camp shall be issued for a period of not more than three years from the date of issue.

(e) A permit shall not be transferable or assignable.

(f) A permit may be revoked by the permit issuing official or the State Commissioner of Health if he finds that the temporary residence for which the permit was issued is maintained, operated or occupied in violation of law, this Chapter, or the sanitary code of the health district in which the temporary residence is located. A permit may also be revoked upon request of the permittee or upon abandonment of operation.

(g) A permit for the operation of a temporary residence shall be posted in a conspicuous place on the premises.

(h) A separate permit shall not be required for a summer day camp, bathing beach, swimming pool or a service food establishment operated as part of a temporary residence for which a permit is required under the provisions of this Part.

(i) The permit issuing official may establish procedures for the exchange of information with other State or local governmental agencies having responsibility for making health or safety inspection of buildings,

including temporary residences as defined in this Part, and may utilize the information provided by any such agency in making a determination regarding the issuance of a permit required by this Part.

**7.5 Miscellaneous; duties of a permittee.** (a) No individual known to be a possible transmitter of a communicable disease shall be employed at a temporary residence or mass gathering in any capacity; except, that this requirement shall not apply to a tuberculous individual employed at a temporary residence approved by a permit issuing official for the housing of tuberculous patients.

(b) Children under 16 years of age not accompanied by an adult at a temporary residence or mass gathering shall be provided with adequate and competent adult supervision exercised by a supervisor or supervisors present on the property.

(c) Satisfactory arrangements shall be made to assure adequate medical and nursing supervision and care at or readily available to the temporary residence or mass gathering.

(d) A person to whom a permit to operate a temporary residence or promote or hold a mass gathering has been issued shall provide an individual, who is acceptable to the permit issuing official as suitable and responsible, to be in charge of the property and who shall be on or available to the property during reasonable hours of the day while the property is occupied or open for occupancy.

(e) A person to whom any permit is issued shall comply with the provisions of this Part and with all conditions stated in the permit and shall allow the permit issuing official or his representative to enter the premises at any reasonable time to ascertain compliance with this Part.

(f) A maintenance staff acceptable to the permit issuing official shall be provided to assure proper operation of all facilities.

(g) Provision shall be made for traffic control measures that will preclude hazards to vehicular and pedestrian traffic.

#### CONSTRUCTION AND MAINTENANCE

**7.10 Location, grounds.** (a) A temporary residence shall be so located that adequate surface drainage can be provided during the period of operation and so that adequate soil and space will permit the installation and operation of a proper sewage system and/or water supply system unless other satisfactory provisions are made.

(b) The grounds of a temporary residence shall be maintained in a clean manner, free from litter and refuse.

7.11 Housing; fire and safety hazards; maintenance. (a) a building or structure of a temporary residence shall be structurally safe, adequate in size for its use, easy to keep clean and shall have watertight roof and sides, except that a structure such as a lean-to, or an open recreational facility, occupied by people, shall be so constructed and maintained as to exclude rain from the portions of the structure used as shelter.

(b) A tent or building for the use or accommodation of people shall have a satisfactory floor unless exempted in writing by the permit issuing official.

(c) Adequate sleeping quarters shall be provided except at a summer day camp or a property providing ground areas for parking of occupied mobile homes or the erection of tents or other shelters for overnight occupancy.

(d) Adequate light and ventilation shall be provided for sleeping quarters, kitchens, dining areas, mess halls and toilet rooms in a temporary residence.

(e) Where a stove or other source of heat is provided, it shall be installed and maintained in such a manner as to avoid both a fire hazard and a dangerous concentration of fumes or gas.

(f) A building in which people sleep, eat, or congregate shall be provided with ready exit in case of fire and shall have at least two approved exits from each floor remotely located from each other. Where facilities are provided above the ground floor, at least one enclosed fire stairway or outside exit from floors above the ground floor shall be required unless exempted in writing by the permit issuing official. All sleeping quarters in which 15 or more individuals sleep shall have at least two approved exits opening to the outside of the building or to an interior hall; other places where people eat or congregate shall also be supplied with at least two approved exits where flights of stairs extend beyond more than two occupied floors in a building, there shall be a self-closing door at both the lower and upper end of each flight of stairs between two floors. Such door shall swing in the direction of exit travel. The flights of stairs shall be enclosed within smoke-tight walls. The floor area of any interior hallway through the building to an outside exit of the building, except for any required intervening door, shall be maintained free and clear.

(g) Fire fighting equipment acceptable to the permit issuing official shall be provided.

(h) A tent, vehicle, or building shall be maintained in a clean, sanitary condition at all times.

(i) *Exit doors and stairways.* Exit doors shall be so designed and installed that when a force is applied to the door on the side from which egress is to be made, it shall swing in the direction of exit travel to a fully open position. In new construction an exit door shall be not less than 28 inches wide. A door, forming part of a means of egress where door hardware is used, shall be of a type that is nonlocking against egress and operable with a single motion. The use of hooks, eyes, bolts, bars, and

similar devices is prohibited on a door provided for exit purposes or designated as an exit. Main exit doors shall either be equipped with panic hardware or be of a non-latching, freely swinging type.

**7.12 Water.** The water supply shall be obtained from a source free from pollution or obtained from a source adequately treated and distributed as provided for in Part 5 of this Chapter.

(a) Drinking water shall be adequate in quantity, of a quality satisfactory to the permit issuing official and shall be readily available to occupants of the property. Only drinking water shall be so delivered or piped as to be easily accessible.

(b) A well or spring source of drinking water shall be constructed, located, and protected against pollution in a manner satisfactory to the permit issuing official or the State Commissioner of Health. A pipe or pump or other outlet delivering drinking water shall be of a type and installation acceptable to the permit issuing official and provisions shall be made for proper disposition of waste water.

(c) There shall be no physical connection between a pipe carrying drinking water and a non-potable water supply. A fixture, installation or equipment from which back-siphonage may occur, shall not be supplied water from a pipe carrying drinking water.

(d) A common drinking utensil shall not be provided. Drinking fountains shall be of approved sanitary design and construction.

(e) Where a water treatment process is employed, records satisfactory to the permit issuing official or to the State Commissioner of Health shall be maintained daily and submitted at least monthly to the permit issuing official.

(f) Any interruption in treatment of a drinking water supply shall be reported immediately to the permit issuing official. No change in the source or method of treatment of a drinking water supply shall be made without first notifying and securing the approval of the permit issuing official.

**7.13 Toilet facilities; temporary residences.** (a) Toilet facilities adequate for the capacity of a temporary residence shall be provided. These facilities shall be so located as to be conveniently available and shall be so constructed and maintained that they will not be offensive. Toilet facilities for groups of people consisting of both sexes, except those for not more than two family groups, shall be so arranged that the facilities shall be separate for each sex. Toilet facilities shall be so located as to be accessible without any person passing through any sleeping room other than his own.

(b) A privy shall be so located, constructed and maintained that it will not pollute a water supply, surface water, adjacent ground surface, or permit access of flies or rodents to the privy vault. Privy vault contents shall be emptied and disposed of in a satisfactory manner.

7.14 Sewerage. (a) Facilities shall be provided and maintained for the satisfactory treatment or disposal or the treatment and disposal of sewage.

(b) A plan for proposed new or modified facilities for the satisfactory treatment or disposal or the treatment and disposal of sewage shall be submitted to the permit issuing official or the State Department of Health when the individual system treats a daily flow of less than 1,000 gallons of sewage. Plans for new or modified facilities designed to treat a daily sewage flow of more than 1,000 gallons shall be submitted to the Department of Environmental Conservation for approval.

(c) A permit or approval in writing for the discharge of sewage or sewage effluent as provided by the plans shall be obtained from the permit issuing official or other official having jurisdiction.

(d) No construction shall be commenced for new or modified facilities for the treatment or disposal or the treatment and disposal of sewage until such permit or approval in writing has been received by the permittee. Construction shall be in accordance with approved plans.

(e) The presence of inadequately treated sewage on the surface of the ground is prohibited.

#### PROTECTION OF FOOD AND FOOD SERVICE

7.20 Kitchen; dining area; food service. (a) Kitchens, dining areas, food, food service operation, and maintenance shall comply with the pertinent provisions of Part 14 of this Chapter and other reasonable requirements of the permit issuing official or the State Commissioner of Health.

(b) Wherever milk, cream, food, or meals are furnished or offered for sale in a temporary residence, adequate provisions shall be made for sanitary storage, handling, and protection of food and milk supplies.

(c) A kitchen or dining area shall be separate from a toilet area and shall be screened against mosquitoes and houseflies. A kitchen shall be separate from a sleeping area and shall not be used as a sleeping room. Equipment shall be adequate for satisfactory use of the kitchen or dining area and shall be kept clean and in good repair and operating condition.

(d) Where food storage, preparation, or service is necessarily carried out by a family in a single room quarters occupied by that family, space for such purposes shall be provided.

(e) Whenever milk or a milk product as defined in Part 3 of this Chapter is sold, offered for sale, used or served, it shall be obtained from a dealer holding a permit as provided in that Part. No milk or milk products as defined in that Part other than pasteurized shall be sold, offered for sale, used or served.

(f) Where food is prepared or consumed adequate facilities for handling, washing, rinsing, disinfecting, and storing dishes and food utensils shall

be provided. Dishes and food utensils shall be adequately cleansed, washed, and disinfected after each use and shall be handled and stored in a sanitary manner.

**7.21 Refuse storage and disposal.** Adequate and sanitary facilities shall be provided and maintained for the storage and disposal of refuse. Sanitary methods shall be used for the temporary storage, collection, handling, and disposal of refuse. Refuse processing, treatment, and disposal facilities on the premises shall be satisfactory to the permit issuing official or the State Commissioner of Health.

#### BATHING, SWIMMING, AND LAVATORY FACILITIES

**7.30 Bathing facilities.** Suitable and adequate shower facilities shall be provided unless exempted in writing by the permit issuing official or except where such facilities are optional under the provisions of this Part.

**7.31 Swimming pools and bathing beaches.** A swimming pool or bathing beach operated as a part of facility of a temporary residence or mass gathering for the use of occupants, guests, invitees, or employees shall be constructed, maintained and operated so as to comply with the provisions of Part 6 of this Chapter.

**7.32 Handwashing facilities.** Suitable and adequate facilities shall be provided, convenient to the toilets and privies, and food handling facilities.

**7.33 Hazardous materials.** No flammable or volatile liquids or other hazardous materials shall be stored in or adjacent to rooms used for living purposes in a temporary residence, except for those needed for current household use. Agricultural pesticides and toxic chemicals shall not be stored in the housing area. If any pesticides or toxic chemicals are stored or made available they shall be of an approved type, used as directed on the package and stored so as not to cause air, surface water, or ground water pollution.

#### VARIANCES

**7.34 Variance; compliance schedule.** The permit issuing official may, on written application and after review, grant a variance from a specific provision of this Part in a specific case subject to appropriate conditions which shall include a time schedule for compliance where such variance is in harmony with the general purpose and intent of this Part, and where there are practical difficulties or unnecessary hardship in carrying out the strict letter of the provision. A copy of the variance and time schedule shall be submitted by the permit issuing official to the State Commissioner of Health at the time of issuance.

## INSECT, RODENT, AND WEED CONTROL

**7.35** Insect and rodent control. Grounds, buildings and structures shall be maintained in such a manner as to control noxious insect and rodent infestation. Extermination methods and other measures to control insects and rodents shall conform with the reasonable requirements of the permit issuing official or other agency having jurisdiction.

**7.36** Weed control. The growth of ragweed, poison ivy, poison oak, poison sumac and other noxious weeds shall be controlled.

## MASS GATHERINGS; SPECIAL REQUIREMENTS AND PROVISIONS

**7.40** Permit required to hold or promote a mass gathering; application, issuance, revocation, posting. (a) No person shall hold or promote, by advertising or otherwise, a mass gathering unless a permit has been issued for the gathering by the permit issuing official.

(b) Application for a permit to promote or hold a mass gathering shall be made to the permit issuing official, on a form and in a manner by the State Commissioner of Health, by the person who will promote or hold the mass gathering. Application for a permit to promote or hold a mass gathering shall be made at least 15 days before the first day of advertising and at least 45 days before the first day of the gathering. Water and sewage facilities shall be constructed and operational not later than 48 hours before the first day of the mass gathering. The application shall be accompanied by such plans, reports, and specifications as the permit issuing official shall deem necessary. The plans, reports, and specifications shall provide for adequate and satisfactory water supply and sewerage facilities, adequate drainage, adequate toilet and lavatory facilities, adequate refuse storage and disposal facilities, adequate sleeping areas and facilities, wholesome food and sanitary food service, adequate medical facilities, insect and noxious weed control, adequate fire protection, and such other matters as may be appropriate for security of life or health.

(c) A separate permit shall be required for each mass gathering.

(d) A permit may be revoked by the permit issuing official or the State Commissioner of Health, if he finds that the mass gathering for which the permit was issued is maintained, operated, or occupied in violation of law, this Chapter, or the sanitary code of the health district in which the mass gathering is located. A permit may be revoked upon request of the permittee or upon abandonment of operation.

(e) A permit issued for the operation of a mass gathering shall be posted or kept on file and made available by the operator on request.

**7.41** Engineering report. All applications for a permit to conduct a mass gathering shall be accompanied by an engineering report containing the following information:

(a) The name, age, residence, mailing address and telephone number of the applicant; a statement of the applicant's legal status such as individual, partnership, corporation, etc. If the applicant is a partnership, state the names and addresses, etc. of all partners and, if a corporation, the names and addresses of all corporate officers and stockholders, together with a certified copy of the articles of incorporation and a list of the names and addresses of all persons directly in charge of the activity.

(b) The location and legal description of the property where the activity is proposed, including all lands to be used directly, indirectly or incidental to the proposed activity or any part thereof; attach to the application certified copies of documents disclosing the nature of the interest of the applicant relating to such property.

(c) The date or dates and the hours during which the activity including travel time is to be conducted and the total time period.

(d) The program and plans of the activity in its entirety with particular emphasis on the following:

(1) Detailed plans for parking facilities off public roadways able to serve all reasonable anticipated requirements at a rate of up to 100 passenger cars per acre or 30 buses per acre.

(2) Detailed plans for transportation arrangements from non-contiguous parking facilities to the site to fully serve all reasonably anticipated requirements at a rate of no less than 20,000 persons per hour; including a statement from the county sheriff, State police, New York State Department of Transportation or other law enforcement agency certifying that the traffic control plan is satisfactory.

(3) An outline map of the area to be used, to an appropriate scale, showing the location of all privies or toilets and handwashing facilities, all water supply sources (lakes, ponds, streams, wells, storage tanks, etc.), all areas of assemblage, including separate overnight camping areas for sleeping, all food service areas and all refuse storage handling and disposal areas, and emergency access and egress roads.

(4) The total number of persons permitted at the event, including performers, staff members, and audience which shall be determined by providing a net assembly area of at least 50 square feet per person in addition to providing at least 50 square feet per person in a separate camping area for 50 percent of the population.

(5) A plan for limiting attendance, including methods of entering the area, number and location of ticket booths and entrances, and provisions for keeping non-ticket holders out of the area.

(6) A statement agreeing to complete all construction and installation of services and facilities including water supply, toilet and handwashing facilities, sewage disposal, roads, food service equipment and refuse handling facilities and all work for noxious weed and insect control at least 48 hours prior to the commencement of the event.

(7) A detailed plan for food service, including a description of food sources, menu, mandatory use of single service dishes and utensils, refrigeration, food handling and dispensing in compliance with Part 14 of this Chapter.

(8) A detailed plan for use of signs to locate all facilities and roadways.

(9) A statement from local fire authorities having jurisdiction over the area verifying that they are aware of the event and are willing to cooperate if needed.

(10) A detailed plan for emergency situations including:

- (i) food supplies;
- (ii) medical supplies, facilities and personnel;
- (iii) an evacuation plan;
- (iv) emergency access roads.

(11) A statement from the local civil defense director indicating that he has been advised of the event and has approved the plan from a civil defense standpoint.

(12) A command post to be used by State Department of Health personnel or the permit issuing official and his lawful representatives, or both, consisting of a minimum of one building or trailer equipped with a communication system satisfactory to the permit issuing official.

(13) A statement that if adult mosquito and biting fly populations are found to be in excess of 15 specimens per trap night, the applicant agrees to insure that proper adult mosquito control measures are instituted no earlier than 72 hours nor later than 48 hours before the advertised start of the gathering in order to reduce such populations to a satisfactory level.

(14) A detailed plan for elimination of noxious weeds 48 hours before commencement of the mass gathering.

(15) Detailed plans for security enforcement, including prevention of the unlawful use of alcohol, narcotics, or dangerous drugs at the site, methods for limiting the size of the proposed function to the number of participants for which the facilities are designed, and external as well as internal crowd control, including sufficient guards for crowd control and security enforcement.

(e) The location and construction of toilet and handwashing facilities designed to serve fully all reasonably anticipated requirements at a rate of no more than 100 persons per toilet seat and 750 persons per handwashing facility, 50 percent of the male toilets to be urinals, and plans for construction and reports, including copies of all rental and service contracts,

showing that the construction and operation constitute no threat of pollution to surface or underground water locations, to be attached.

(f) The location and construction of water supply facilities, designed to serve fully all reasonably anticipated requirements at a rate of one pint of potable water per person, per hour, for the maximum estimated hourly attendance. One tap and one drinking fountain shall be provided per 1,000 persons and shall be separately located with adequate soakage pits or drainage. Detailed plans for approval by the permit issuing official showing that the water supply meets Part 5 of this Chapter and laboratory results of both bacteriological and chemical analyses of all new water supply sources shall be attached.

(g) Detailed plans for internal storage and collection of refuse including provisions for disposal and cleaning the property and immediate surrounding properties within 48 hours after the event.

(h) Detailed plans for emergency first aid to serve fully all reasonably anticipated requirements. Such plans shall state the arrangements made with hospitals and ambulances in the area, including names and locations, the number of doctors and nurses at the site and on call, and arrangements made with all other medical personnel and facilities, either at the site or on call.

(i) Detailed plans for amplifying equipment designed to control the noise level at the perimeter of the site to no more than 70 decibels on the A scale of a sound level meter which meets the specifications of the American National Standards Institute.

(j) Detailed plans for lighting designed to illuminate the public areas of the site at all times and demonstrating that the lighting will not reflect on any area beyond the boundary of said site.

(k) A plan showing that the proposed activity is adequately buffered from all residential areas within 500 feet.

7.42 Public liability and property damage insurance. The applicant shall provide evidence of public liability and property damage insurance in such form and amount as shall be determined by the permit issuing official to be reasonable in relation to the risks and hazards involved and in relation to or in any way arising out of the proposed activity together with a written hold harmless agreement to the public at large for any loss or damage above and beyond insurance coverage.

## DECISIONS

### 1. Constitutionality of former provision.

Held that the bond provisions of former Part 7 of the State Sanitary Code (10 NYCRR 7.34) were unconstitutional. *County of Sullivan v. Filippo*, 64 Misc 2d 533 (1970).

**7.43** Additional duties of a permittee for a mass gathering. (a) The site shall be provided with a network of interior roads to be kept clear at all times for service and emergency vehicles, and shall be serviced by access roads which will permit an adequate flow of traffic and ensure the free passage of emergency vehicles.

(b) Each person attending the mass gathering shall be provided with a site map showing the location of all facilities and adequate signs shall be provided locating all facilities.

(c) A separate overnight camping area or areas shall be provided.

(d) Adequate light for toilet areas, service areas and walkways shall be provided.

(e) A maintenance and internal security staff acceptable to the permit issuing official shall be provided.

(f) The operator of a mass gathering shall see to it that no flammable or volatile liquids or materials shall be stored in or adjacent to the area of the gathering and that adequate fire fighting equipment is available to protect the life and health of the people attending the gathering.

(g) The permittee shall provide the services and facilities outlined in the engineering report and approved by the permit issuing official.

(h) The permittee shall provide such emergency health care services and facilities as may be required under applicable provisions of sections 18.3 and 18.4 of Part 18 of this Chapter.

**7.44** Proof of financial resources. The applicant shall submit proof of financial resources sufficient to execute the plans as submitted.

#### CHILDREN'S OVERNIGHT AND SUMMER DAY CAMP; SPECIAL PROVISIONS

**7.50** Additional duties of children's overnight and summer day camp operators; personnel. Children's overnight camp and summer day camp operators, in addition to complying with sections 7.1 through 7.36 of this Part, shall meet the following requirements.

(a) There shall be a ratio of at least one adult counselor on the camp staff to every eight children eight years of age and over; and one to every six children younger than eight years of age. At day camps the ratio may be 1:12 and 1:9 respectively, except that with respect to children less than six years of age the required ratio shall be 1:6. In any case, a minimum of two counselors shall be provided.

(b) *Adult counselor* shall mean a person at least 18 years of age with at least one year of college or the equivalent in experience significant for camping and supervision of children, such as the satisfactory completion of a training course for counselor in an acceptable junior counselor training program.

(c) *Junior counselor* shall mean a person who works under the direct supervision of an adult counselor and is at least 16 years of age.

(d) The children's overnight camp director shall be at least 25 years of age and possess a degree from a four year college or university and satisfactory experience in camping, or the satisfactory equivalent experience and the children's summer day camp director shall be at least 21 years of age and possess the same education and satisfactory experience, or satisfactory equivalent experience, as that required of the children's overnight camp director.

(e) The ratio of adult counselors provided for in subdivision (a) of this section should be adhered to wherever possible. Where an adequate number of persons 18 years old or over cannot be found, a maximum of 20 percent of the camp staff may be 17 years of age, provided that they have proper training and supervision, except that at children's summer day camps the aforesaid maximum of 20 percent of camp staff under 18 years of age may include persons not less than 16 years of age who have proper training and supervision.

(f) Personnel records for each staff member shall be maintained and shall set forth, as a minimum, information relating to age, education, camping experience, physical and mental handicaps, special qualifications, abilities and certifications and shall include references as to character. Such records shall be retained for a minimum of three years and during the camping season shall be kept on file at the camp.

(g) The camp operator shall develop, in writing, and implement a camp safety training program for staff members. Such program shall be conducted on-site. Topics shall include review of campsite hazards, first aid and health, motor vehicle safety, policies for handling emergencies and minimizing the risk of fires, proper use of fire fighting equipment, fire drill procedures and means of implementing a "buddy system" for swimming, hiking, and other group activities. The program shall include an inspection tour of camp facilities. The camp operator shall also develop and implement a similar safety training program for campers. The camp operator shall keep on file copies of the camp safety training programs and a statement that the camp safety training programs were held. Such statement shall include the names of the staff and campers attending, the date or dates of training and the length of the training session or sessions.

(h) Waterfront supervisors shall be at least 21 years of age and hold a current American National Red Cross water safety instructor's certificate or an equivalent certificate issued by another organization acceptable to and approved by the New York State Health Department and shall have at least one season of previous waterfront experience. The waterfront supervisor shall be assisted by qualified lifeguards who are at least 17 years of age and who hold current American National Red Cross senior lifesaving certificates or their recognized equivalents acceptable to the permit issuing official. The waterfront supervisor shall have, at all times, one qualified lifeguard for every 25 bathers and a combined staff ratio of one for every 10 campers on the waterfront. It shall be his responsibility to assure that all aquatic activities conducted by the camp are under the leadership of qualified specialists.

(i) Riflery supervisors shall be at least 21 years of age and hold a certified rifle marksmanship instructor's rating from the National Rifle Association or its equivalent from another recognized firearms association. The riflery supervisor shall be assisted by another staff member with training in riflery acceptable to the permit issuing official. A riflery staff camper ratio of one for every 10 campers on the firing line shall be maintained.

(j) Archery supervisors shall be adult counselors with training in archery acceptable to the permit issuing official. An archery staff-camper ratio of one staff member for every 10 campers on the firing line shall be maintained.

(k) Trip leaders on trips away from the camp property shall have qualifications at least equal to that of adult counselors and possess experience in wilderness travel, counseling, leadership, and the fundamentals of first aid. A trip leader on overnight trips shall also have participated in at least three such overnight trips in a counseling capacity. A minimum of one trip leader and at least one other staff member shall accompany any out-of-camp trip. A minimum staff ratio of 1:8 shall be maintained. Activity trips such as golf, bowling, and the like, may be led by one adult counselor with a counselor-camper ratio of 1:8 being maintained.

(i) Transportation of children to and from camps shall be adequately and suitably supervised and no camp operator shall knowingly permit any child to embark for or depart from the camp premises unless at all times accompanied by a parent, legal guardian, or an adult counselor.

**7.51** Additional duties of children's overnight and summer day camp operators; fire safety. (a) After June 1, 1973, all new construction, additions, conversions, or replacements of buildings to be used for sleeping quarters which will be occupied by 30 or more persons shall be of fire resistant construction. The permit issuing official may grant an exemption in writing to the requirement for fire resistant construction where these quarters are located in one story buildings having direct outside exits from each sleeping quarter.

(b) All existing buildings used for sleeping quarters by 30 or more children are required to be protected by fire resistant materials on and after the dates set forth in the following schedule, unless a variance is issued by the permit issuing official. Buildings with sleeping quarters for:

- (i) 100 or more persons - January 1, 1974
- (ii) 50 to 99 persons - January 1, 1975
- (iii) 30 to 49 persons - January 1, 1976

(c) A new multi-story building or a conversion of an existing multi-story building shall be of a minimum three-quarter hour fire resistant construction. Exposed materials shall have a flame spread rating of less than 76 as determined in accordance with National Fire Protection Association standards.

(d) The director of the camp shall be responsible for the regular inspection of all fire protection facilities and equipment and the filing of a fire safety plan with the permit issuing official. Such fire safety plan shall include, but shall not be limited to, the following: method of exit from all buildings, area of assembly in case of fire emergencies, plan for accounting for all persons, plan for evacuation of the property, assignment of responsibility for notifying the appropriate fire department, and internal plan for fire fighting. In addition, the plan should include the type and location of all fire fighting equipment.

(e) Containers for gasoline, kerosene, explosives, and inflammable materials shall be properly marked and stored in a properly marked and vented and locked building not occupied by campers or staff and at a safe distance from program buildings and sleeping quarters. The materials described above shall be used only under qualified supervision.

(f) Fire extinguishers and other suitable fire fighting equipment shall be placed at appropriate and easily accessible points.

(g) All new electric wiring and lighting fixtures shall be installed in accordance with the local building code or the national electric code of the National Fire Protection Association and all existing electrical service, wiring, and fixtures shall be in good repair and safe condition. Where conditions indicate a need for inspection, and on a new or remodeling project, the electrical service and wiring shall be inspected by a qualified electrical inspector and a copy of the certificate of approval shall be submitted to the permit issuing official.

(h) Emergency procedures for fire drill or any natural disaster shall be practiced within the first 48 hours of the beginning of each camp session and at least twice in camps with a session of four weeks or longer.

(i) In new construction, in an existing building sleeping more than 50 persons, or in any multi-story building, an approved electrical or manual fire alarm system shall be installed and maintained.

(j) A building used for sleeping quarters having three or more stories shall be protected throughout with an approved automatic fire warning system equipped with an adequate number of devices which detect visible or invisible products of combustion and, where deemed necessary, with devices which detect abnormally high temperatures or rate-of-temperature rise devices that produce an audible alarm signal throughout the building.

(k) Emergency lighting shall be provided for halls, stairways, and exit signs where required by the permit issuing official.

(l) Fire extinguishers of proper class and size and at locations determined by the fire inspector shall be installed throughout the camp.

**7.52** Additional duties of children's overnight and summer day camp operators; sleeping quarters. (a) Sleeping quarters in use at children's overnight camps housing more than four persons shall have at least two approved exits and 40 square feet of floor area per individual.

(b) Where all other requirements of this Part are satisfied, the permit issuing official may waive no more than 10 percent of the total floor area otherwise required for the total occupancy of the structure.

(c) Under no circumstances shall more than 35 persons be accommodated for sleeping purposes in an undivided room.

(d) The required floor area in a sleeping room in a building shall consist only of that part of the floor area which has a clear height above it of at least five feet, and at least 80 percent of the required floor area shall have a continuously clear height above it of at least seven feet. The walls in a sleeping room in a building shall extend from the floor to the ceiling or roof above the floor area, or to at least 10 feet above the floor, and shall be of sturdy construction.

(e) Adequate sleeping facilities shall be provided for each person. Such facilities shall consist of beds, cots, or bunks. Every bed, bunk, cot, bed or bunk spring, mattresses, pillow, sheet, pillow case, blanket or other bed cover, provided by the operator, shall be clean and in good condition at the time of issue, and in any case sheets and pillow cases shall be replaced with clean linens weekly.

(f) There shall be a clear space of at least 27 inches above the sleeping surface of a bed, bunk, or cot and at least six feet between heads of sleepers. Under no conditions shall beds be placed more than two levels high.

(g) No child under 16 years of age shall be permitted to sleep above the second floor of any sleeping quarters.

(h) Every level of any building used for sleeping shall have at least one adult counselor on that level.

**7.53** Additional duties of children's overnight and summer day camp operators; food service. In addition to compliance with relevant sections of Part 14 of this Chapter, the operator shall provide:

(a) Equipment to transport water, food dishes and/or utensils which meet sanitation standards that insure that such water, food, dishes, and utensils are protected from contamination and are capable of maintaining food at a safe temperature as defined in Part 14 of this Chapter.

(b) Food of sufficient quantity and quality to provide for the nutritional needs of each child.

**7.54** Additional duties of children's overnight and summer day camp operators; heat, light, and ventilation. (a) Camps occupied between October 1 and May 1, shall have at least one winterized cabin or building having heating facilities which are properly vented and shielded and capable of maintaining a minimum temperature of 68 degrees Fahrenheit that can be used for emergency purposes. Every children's overnight camp must maintain suitable facilities for ill or injured children.

(b) Light and ventilation shall be provided for sleeping quarters, kitchens, dining rooms, mess halls, privies and toilet rooms by providing windows, transoms, or skylights having a total area within the casement of at least 10 percent of the floor area of the room. At least 40 percent of the area within casements required for light shall be capable of being opened. Artificial lighting and mechanical ventilation may be provided in lieu of natural light and ventilation in toilet rooms where approved by the permit issuing official.

**7.55** Additional duties of children's overnight and summer day camp operators; toilets, privies, lavatories, showers. (a) No privy shall be located within 50 feet of any sleeping rooms, dining room, mess hall, or kitchen. The following toilet and lavatory facilities shall be provided within 200 feet of the sleeping quarters:

- (1) each 30 males or less in the camp;
- (2) one toilet or privy seat for each 15 females or less in the camp except that, notwithstanding the foregoing requirements, at summer day camps only, the ratio of toilet or privy seats may be established at one for each 30 persons, whether male or female, and at one urinal for each 60 males with the approval of the permit issuing official; and
- (3) at least one lavatory with tempered or cold running water for each 20 occupants or less.

(b) Showers separate for each sex shall be provided with hot and cold running water or tempered water between 90 degrees and 110 degrees Fahrenheit. There shall be at least one shower head for each 20 occupants or less. Showers are not required at summer day camps; or at overnight camps lasting less than 60 hours.

**7.56** Additional duties of children's overnight and summer day camp operators; medical and nursing, insurance. (a) A camp medical program, including adequate record keeping, incoming and departing screening, dispensing of daily medication, daily sick call, infirmary management, management and operation of dispensary, daily check of sanitary and food service facilities, standing orders for a nurse if a physician is not in residence, readily available medical consultation, camper and staff health observation and handling specific camper and/or staff disabilities, shall be under the direction of a physician; provided, however, that incoming and departing screening and daily sick calls shall not be required at summer day camps.

(b) An arrangement for emergency medical services shall be made with an ambulance organization and with a hospital, clinic or doctor's office as close as possible to the camp.

(c) A New York State registered nurse or licensed practical nurse shall be in residence at the camp unless a waiver in writing is issued by the permit issuing official. Any change in the medical or nursing staff during the camp season shall be reported to the permit issuing official or his authorized representative promptly.

(d) At least one staff member for each 200 campers shall possess a certificate issued by the American Red Cross or other organization acceptable to the State Department of Health indicating completion of an advanced course in emergency aid, except that where a waiver is issued pursuant to subdivision (c) of this section, at least two staff members for each 200 campers shall possess such certificate.

(e) A recent medical history report including a record of treatment, immunization, allergies, and special medical conditions signed by a parent, guardian, or other responsible adult, and a record of a physical examination within 12 months by a physician shall be kept on file for every person in camp. In addition to the recent medical history report, information enabling immediate notification of a camper or staff member's family in case of emergency shall be kept on file and shall include the full name, age, home, and work addresses and phone numbers, and names of parents, guardians, or other family members. Medical history reports shall be available for review by the permit issuing official.

(f) In the event of a religious objection to the physical examination or immunization of a child there shall be submitted a written statement signed by the parents or legal guardians of the child to the effect that the child is in good health and health responsibility for the child while in camp is assumed by the parents or legal guardians provided that they are notified immediately of any emergency situation.

(g) All parents and legal guardians shall sign a statement providing that in the event of the camp's inability to locate promptly a person designated to be notified in case of emergency, camp authorities may take such emergency measures as they deem appropriate and shall notify the parent or legal guardian as soon as possible.

(h) All camps shall maintain an equipped first aid cabinet with contents appropriate to the size and activities of the camp, together with telephone service and an emergency communications system.

(i) An infirmary having hot and cold running water, examining room, isolation and convalescent space, and bathroom with flush toilets and showers shall be provided at camps with 100 or more persons in residence, including staff. In camps with less than 100 persons in residence or in day camps, a tent with a fly, mosquito netting and floor shall be provided as minimum facilities. Unless waived in a specific instance by the permit issuing official, all narcotics and medications shall be stored under lock and dispensed only under specific directions of a licensed physician.

(j) All injuries and illnesses shall be reported to the camp nurse or physician and recorded in a bound book, including date and time of injury or illness, nature of complaint, diagnosis, treatment, disposition of case, area of camp where accident occurred, activity in which accident victim was engaged, and item of camp equipment or other object causing injury.

(k) A serious illness or accident shall be reported to the permit issuing official within 48 hours. *Serious accident or illness* shall mean any event which results in death, requires resuscitation or requires admission to a hospital for more than 48 hours. If a child or staff member is suspected

of having a communicable disease, he shall be suitably isolated. Outbreaks of illness which, in the judgment of the camp physician, affects a significant number of campers, must be reported by the operator to the permit issuing official or his authorized representative immediately.

(1) The camp shall have a written outline of daily measures for health surveillance, health emergencies, accidents, disasters, and lost, missing, or runaway person search and rescue.

(m) Adequate insurance coverage shall be maintained during the camping season and shall include workmen's compensation for the camp staff, comprehensive liability, and motor vehicle insurance on camp vehicles. All vehicles used for camp transportation shall be covered by minimum liability insurance of \$100,000 for any one person and \$500,000 for two or more persons. In addition, the camp shall arrange for the availability of accident and health insurance at a minimum of \$1,000 for accidents and \$300 for illness for each staff member and camper.

**7.57** Additional duties of children's overnight and summer day camp operators; transportation. (a) All transportation equipment shall be maintained in safe operating condition, inspected annually, and meet all safety tests required by the laws of the State and the ordinances of the municipality in which the camp operates. Every camp shall carry on a continuous program of safety transportation education for its campers and staff.

(b) A truck shall not be used as a means of transporting children except that the truck cab may be so used.

(c) Every vehicle used for transporting staff or campers shall be equipped with a freshly stocked first aid kit and emergency accessories such as tools, fire extinguishers, and flares or reflectors.

(d) All drivers transporting campers shall be at least 21 years old and have at least one year's experience as licensed operators. All bus operators shall be properly licensed and physically capable of operating buses under their control in a safe and proper manner. In addition, all such drivers and his operators shall have driving records free from serious accidents and violations.

**7.58** Additional duties of children's overnight and summer day camp operators; recreational safety and equipment; animals. (a) The following waterfront safety requirements shall be observed:

(1) All swimming areas shall be maintained in a clean and safe condition, free from rocks, holes, and other hidden dangers. Any other known hazard near by shall be properly safeguarded and posted. Swimming shall be prohibited at sites other than the permanent camp waterfront without the prior approval of the camp operator and the waterfront supervisor.

(2) The permanent swimming area of a resident camp or a day camp shall have a delineation of areas for non-swimmers, intermediates, and swimmers.

(3) Permanent swimming areas shall have controlled entrances and exits and be equipped with elevated towers or lookout stations.

(4) Practices and equipment for the waterfront shall comply with American Red Cross standards or those of another acceptable organization with equivalent standards. Swimming pools shall be protected by fences and the entrance gates kept locked except during periods when a qualified lifeguard is on duty.

(5) At the first swimming session, American Red Cross standards or equivalent standards of other acceptable organizations shall be used to determine each child's swimming ability. Children shall be confined to swimming areas consistent with the limits of their swimming skills or to swimming areas requiring lesser skills than those for which they have been classified.

(6) An acceptable method of supervising and checking bathers shall be established and enforced. Recommended methods are the "check" or "buddy board", the "buddy system", the "colored cap" system, or any combination of these. The system used shall be supervised during swimming periods by a member of the aquatic staff and checks shall be conducted at least every 15 minutes. A written "lost swimmer" plan shall be established and all staff shall know exactly what their duties are in case of an emergency at the waterfront.

(7) Swimming shall be prohibited during the hours of darkness unless adequate lighting is provided and swimming is restricted to shallow water.

(8) Small craft shall be used only by qualified persons having permission of the waterfront supervisor or camp director. Small craft carrying passengers shall never be towed behind power or sail boats, and no small craft shall be allowed in the swimming area unless operated by lifeguards on waterfront duty.

(9) All watercraft shall comply with United States Coast Guard standards and with State and local standards where applicable. Buoyant devices shall be provided for each person in the watercraft. Non-swimmers shall at all times wear a coast guard approved life jacket or vest. Large watercraft carrying non-swimmers shall carry at least one qualified swimmer, preferably a qualified lifeguard.

(10) All campers and non-adult staff shall wear coast guard approved life jackets or vests while waterskiing. In addition to the operator of the boat towing a water-skier, a second person to act as an observer shall be in the boat.

(b) If riflery is a camp activity, it shall be conducted with the following precautions:

(1) Rifle ranges shall be located well away from other activity areas, preferably with the direction of fire north or northwest to keep the sun from shining into the eyes of instructors and of persons on the firing line. Distance from firing lines to faces of the target shall be not less than 50 feet.\*

(2) Effective backstops shall be used.

(3) Campers shall be instructed in safe rifle range procedures before doing any actual firing.

(4) Rifle ranges shall be equipped with a firing line and a ready line a sufficient distance behind the firing line. Only those ready to fire shall be permitted on the firing line. Those waiting to fire shall remain behind the ready line. Large signs atop the backstop, facing away from the firing line, shall bear prominent warning signs labeled "Keep Out". A red firing flag shall be displayed.

(5) Single shot rifles, preferably with slings, shall be used. Persons shall stay behind the firing line at all times, except when ordered by the range instructor to retrieve targets.

(6) The instructor or his qualified assistant shall be on the range at all times during firing sessions.

(7) Riflery staffers shall be responsible for maintaining all riflery equipment in good condition at all times. The instructor shall make sure all rifles are cleaned and in good repair after each firing session. He shall supervise the storage of all riflery equipment and control its use by means of a check-out system. He shall store all guns and ammunition separately, under separate lock and key.

(c) If archery is a camp activity, it shall be conducted with the following precautions:

(1) The archery range shall be located in an area well away from other program activities, clearly marked to warn passing campers away from the danger area. The shooting area shall be large enough to provide at least 25 yards of clearance behind each target. All bowmen shall fire from a common firing line. A ready line shall be marked at a sufficiently safe distance behind the firing line.

(2) It shall be the archery instructor's responsibility to see that all archery equipment is kept in good condition and under lock and key when not in use.

(d) No personal weapons, bows, rifles, or similar equipment shall be brought to camp without the camp operator's written permission. If articles of such nature are permitted to be brought to camp, they shall be kept under lock and key by the camp operator and used only by the owner in accordance with camp safety regulations.

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\*50 foot distance limitation set for in section 7.58 (b) (1) is not intended to pertain when air rifles are used exclusively on the rifle range.

(e) If horseback riding is a camp activity, a competent riding instructor shall determine the camper's riding experience and level of skill at the first day of riding and take these into account in assigning horses and deciding whether the camper shall ride in the ring or on the trail. One experienced instructor shall be assigned for every 10 riders for each trail excursion. A minimum of two persons shall accompany any such excursion.

(f) Playground equipment shall be in good repair, of safe design, properly installed, and inspected by the camp operator at frequent intervals for defects.

(g) Camp equipment used for recreation and arts and crafts shall be in good repair, of safe design, and properly installed.

(h) No animals shall be harbored except in accordance with the Environmental Conservation Law.

**7.60** Additional duties of children's traveling summer day camp operators; personnel. Children's traveling summer day camp operators, in addition to complying with relevant provisions of sections 7.1 through 7.36, 7.56 (a) and (c) of this Part, shall meet the following requirements:

(a) The children's traveling summer day camp operator shall possess a degree from a four year college or university and at least three years of supervisory camping experience as an adult counselor or satisfactory equivalent experience.

(b) The camp operator shall be familiar with the areas that the traveling camp proposes to visit and shall have personally made or caused to be made an adequate investigation during the preceding 12 month period of each camp area which the traveling camp proposes to visit.

(c) The provisions of section 7.50 of this Part with respect to the required ratio of counselors to children shall be met at all times, including transportation to and from places of activity or overnight residence. Where buses are used for such transportation, the driver of such vehicle shall not be counted in determining such ratio unless he is a qualified member of the staff.

**7.61** Additional duties of children's traveling summer day camp operator; fee; itinerary. In addition to complying with relevant provisions of section 7.4 of this Part, the camp operator shall:

(a) Submit with the application for a permit, a certified or cashier's check in the sum of \$100, payable to the permit issuing office, in payment of the required fee, except that no fee shall be chargeable in the case of a children's traveling summer day camp operated by a person, firm, corporation, or association for charitable, philanthropic or religious purposes.

(b) File an itinerary covering the proposed places to be visited by camping with a schedule of dates of such proposed visits of such places.

Such itinerary shall include an estimate of the number of children to be served, the name and ownership of the properties of areas to be visited, and a brief description of arrangements made with the owners or operators of properties to be utilized but not under the control of the camp operator. The permit issuing official shall be notified by the camp operator of any changes in the places proposed to be visited not less than 24 hours prior to such changes.

**7.62 Additional duties of children's traveling summer day camp operators; transportation.** (a) All vehicles used for the transportation of staff or campers shall meet the inspection standards of the New York State Department of Transportation for the type of vehicle involved and shall be equipped in accordance with the requirements of such department, including a recently stocked first-aid kit and emergency accessories such as tools, fire extinguisher, and flares or reflectors.

(b) Children shall not be transported in trucks or other vehicles not designed for transportation of passengers and rest stops shall be made approximately every two hours.

(c) The camp operator shall be responsible for instituting a program of accountability for each child on the trip and shall include regular checking of children by roll call after each rest or activity stop or whenever potential problems concerning accountability for the presence of each child may arise.

**7.63 Additional duties of children's traveling summer day camp operators; communication.** (a) The camp operator shall provide a continuously manned home base with arrangements for communicating with the campers in the field for the purpose of relaying emergency messages and which shall be staffed by a responsible adult to relay messages and information to parents or health or law enforcement officials of the approximate location of the children at all times.

(b) Traveling day camps shall communicate with or check in with the home base at least once every four hours unless waived by the permit issuing official.

**7.64 Additional duties of children's traveling summer day camp operators; food service.** In addition to compliance with relevant sections of Part 14 of this Title, the camp operator shall meet the following requirements:

(a) When the camp is scheduled to be away from its home base and food is to be provided by the operator, it shall be provided from an approved source.

(b) Potentially hazardous food shall be kept at a temperature of less than 45 degrees Fahrenheit or above 140 degrees Fahrenheit until served.

(c) Facilities capable of maintaining a temperature of less than 45 degrees Fahrenheit at all times shall be provided for the storage of food transported from the home of the child.

7.65 Additional duties of children's traveling summer day camp operators; emergency medical treatment. (a) A registered nurse or licensed practical nurse shall be required to be in attendance at all traveling camps serving a population of 100 or more persons. The camp operator shall be responsible for assuring that at least one person on the camp staff possesses a valid advanced first-aid certificate from the American National Red Cross, or its equivalent, for each 200 persons in camp or fractional part thereof. Where a nurse is not in attendance the first-aid staff ratio shall be 1:50 persons or less. An arrangement for emergency medical services shall be made with a hospital, clinic, or doctor's office as close as possible to all areas to be visited.

(b) The camp operator shall be responsible for providing prompt emergency transportation for sick or injured campers and shall also be responsible for emergency notification of parents or guardians in case of injury.

(c) All children attending camp shall file with the camp operator a medical history report acceptable to the permit issuing official, including a health statement signed by the parent or guardian which authorizes emergency treatment if necessary. The medical statements, including phone number for notification of parents or guardian, shall be carried on the bus or other vehicle or be available at a central location where they can be provided to a hospital or other emergency care facility within a period of 30 minutes.

7.66 Additional duties of children's traveling summer day camp operators; recreational activities. All archery, riflery, horseback riding, swimming, boating, or other recreational activities, whether conducted on private or public properties, shall comply with relevant provisions of this Part, including the requirements for counselors. Activity specialists or other personnel not under direct control of the camp operator shall have qualifications acceptable to the permit issuing official.

## APPENDIX C- EVALUATION FORMS

### A Guide for the Site Selection of Resident Outdoor Education Centers\*

#### Directions:

This guide has been prepared to help school administrators, teachers, and interested citizens' groups judge the facilities necessary for a resident outdoor education program. It should permit the identification of strengths and weakness of such facilities and direct attention to areas needing further study and action for improvement. Read each statement and evaluate it by checking either Yes or No on the lines to the right of the statement.

|                                                                                                      | <u>Yes</u> | <u>No</u> |
|------------------------------------------------------------------------------------------------------|------------|-----------|
| A. Site Planning and Selection                                                                       |            |           |
| 1. The site has sufficient requirements to conduct the program.                                      | _____      | _____     |
| 2. The site has possibilities for program adaptation.                                                | _____      | _____     |
| 3. The site has an adequate pure water supply.                                                       | _____      | _____     |
| 4. The site is removed from urban areas but is still close enough to permit ready access.            | _____      | _____     |
| 5. The site has varied topography with diversified natural resources.                                | _____      | _____     |
| 6. The site is located a safe distance from highways, airports, high tension wires, etc.             | _____      | _____     |
| 7. The site has good access roads but is sufficiently isolated from major highways.                  | _____      | _____     |
| 8. The site has sufficient and adequate open shaded areas.                                           | _____      | _____     |
| 9. The site possesses program-related learning areas such as ponds, lakes, rivers, streams, or bogs. | _____      | _____     |
| 10. The site is reasonably free of public health hazards.                                            | _____      | _____     |

\*Adapted from a checklist developed by E. A. Beckett.

B. Master Plan

|                                                                                                                                                          | <u>Yes</u> | <u>No</u> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| 1. The plan is a comprehensive one that includes philosophy, program, and facilities.                                                                    | _____      | _____     |
| 2. The plan is based upon careful analysis of program needs.                                                                                             | _____      | _____     |
| 3. The plan is long-range and considers additional facilities necessitated by expanded program and made possible by additional funds.                    | _____      | _____     |
| 4. The plan has not sacrificed program and leadership for the inclusion of elaborate facilities.                                                         | _____      | _____     |
| 5. The plan represents the best arrangement and design of facilities that will serve the present program and any future program envisioned at that time. | _____      | _____     |
| 6. The plan provides for conservation measures in the entire area including the designation of specific areas as sanctuaries.                            | _____      | _____     |
| 7. Facilities have been planned and located to provide a sense of isolation and a feeling of living in the natural environment.                          | _____      | _____     |
| 8. The plan projects all factors and conditions from program objectives to physical details.                                                             | _____      | _____     |
| 9. The plan projects sites and facilities for the following:                                                                                             |            |           |
| Administration Center                                                                                                                                    | _____      | _____     |
| Dining and Food Services                                                                                                                                 | _____      | _____     |
| Lodge or Assembly Facility                                                                                                                               | _____      | _____     |
| Library and Field Research Center                                                                                                                        | _____      | _____     |
| Health Service Facilities                                                                                                                                | _____      | _____     |
| Staff Quarters                                                                                                                                           | _____      | _____     |
| Student Quarters                                                                                                                                         | _____      | _____     |
| Storage Space                                                                                                                                            | _____      | _____     |
| Maintenance Facilities                                                                                                                                   | _____      | _____     |
| Nature Trails                                                                                                                                            | _____      | _____     |
| Basic Utilities (water, sewage, electricity, telephone, refuse, disposal)                                                                                | _____      | _____     |

### C. Layout and Planning of Buildings

- |                                                                                                                                | <u>Yes</u> | <u>No</u> |
|--------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| 1. All structures are designed to promote the health, welfare, and safety of the participants.                                 | _____      | _____     |
| 2. Buildings conform to fire and building codes of the area.                                                                   | _____      | _____     |
| 3. All buildings are equipped with necessary fire-fighting equipment.                                                          | _____      | _____     |
| 4. Buildings are adequately spaced and located in order to preserve the natural effect of the area.                            | _____      | _____     |
| 5. Buildings are designed to allow maximum daylight to enter, thus making artificial lighting unnecessary except on dark days. | _____      | _____     |
| 6. Use has been made of natural finishes.                                                                                      | _____      | _____     |
| 7. Buildings are of a simple, rustic nature suited to the natural environment.                                                 | _____      | _____     |
| 8. Formal landscaping around buildings has been avoided.                                                                       | _____      | _____     |

### D. Administration Center

- |                                                                      |       |       |
|----------------------------------------------------------------------|-------|-------|
| 1. It is the first structure encountered upon entering the property. | _____ | _____ |
| 2. It is weatherized for year-round use.                             | _____ | _____ |
| 3. Space is provided for the following:                              |       |       |
| Director's office                                                    | _____ | _____ |
| Staff and clerical work                                              | _____ | _____ |
| Large main lobby containing a fireplace                              | _____ | _____ |
| Adequate work space                                                  | _____ | _____ |
| Staff toilet facilities                                              | _____ | _____ |

### E. The Dining Hall-Lodge

- |                                                                                       |       |       |
|---------------------------------------------------------------------------------------|-------|-------|
| 1. The lodge occupies a prominent location set off from other structures.             | _____ | _____ |
| 2. It is a permanent, weatherized, year-round structure featuring ample window space. | _____ | _____ |

|                                                                                                                          | <u>Yes</u> | <u>No</u> |
|--------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| 3. Interior surfaces have been finished to facilitate cleaning.                                                          | _____      | _____     |
| 4. The building contains adequate staff and toilet facilities.                                                           | _____      | _____     |
| 5. If the dining area is not practical for assemblies or indoor use during inclement weather, a lodge area is available. | _____      | _____     |
| 6. The lodge area is a separate wing.                                                                                    | _____      | _____     |
| 7. The lodge area contains its own fireplace.                                                                            | _____      | _____     |
| 8. The lodge area provides a friendly and rustic atmosphere.                                                             | _____      | _____     |
| F. Dining Area                                                                                                           |            |           |
| 1. All participants can be seated.                                                                                       | _____      | _____     |
| 2. Small tables designed to seat eight to 10 students are used, thus facilitating small groups and family-type service.  | _____      | _____     |
| 3. Ample space is allowed between tables for easy traffic movement.                                                      | _____      | _____     |
| 4. Provisions are made for storage of outerwear during inclement weather.                                                | _____      | _____     |
| 5. Adequate lighting and ventilation has been provided.                                                                  | _____      | _____     |
| G. Kitchen Area                                                                                                          |            |           |
| 1. Kitchen area allows sufficient space for sewing.                                                                      | _____      | _____     |
| 2. Adequate lighting and cross-ventilation are provided.                                                                 | _____      | _____     |
| 3. The kitchen has been provided with adequate protection against insects.                                               | _____      | _____     |

|                                                                                                                           | <u>Yes</u> | <u>No</u> |
|---------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| 4. Provisions have been made for the following:                                                                           |            |           |
| Food storage                                                                                                              | _____      | _____     |
| Food receiving                                                                                                            | _____      | _____     |
| Refrigeration                                                                                                             | _____      | _____     |
| Sewing area                                                                                                               | _____      | _____     |
| Food preparation area                                                                                                     | _____      | _____     |
| Dishwashing area.                                                                                                         | _____      | _____     |
| 5. Kitchen is capable of providing a decentralized food service.                                                          | _____      | _____     |
| 6. Hot water facility is adequate to meet the needs of each meal.                                                         | _____      | _____     |
| 7. Advice of professional food handlers and qualified architects has been obtained in developing an efficient kitchen.    | _____      | _____     |
| H. The Health Center                                                                                                      |            |           |
| 1. Size and extent of the facility has been determined by the:                                                            |            |           |
| number of participants in the out-door education program;                                                                 | _____      | _____     |
| the length of time students will be in residence; and,                                                                    | _____      | _____     |
| the distance from school, home, or hospital.                                                                              | _____      | _____     |
| 2. Structure is located a suitable distance from other structures to ensure isolation and quiet.                          | _____      | _____     |
| 3. Structure is weatherized for year-round use.                                                                           | _____      | _____     |
| 4. A telephone is provided for emergency use.                                                                             | _____      | _____     |
| I. Library and Field Research Facility                                                                                    |            |           |
| 1. Facility is either a separate structure or in combination with another such as the administration center or the lodge. | _____      | _____     |

|                                                             | <u>Yes</u> | <u>No</u> |
|-------------------------------------------------------------|------------|-----------|
| 2. Facilities in this area have provided for the following: |            |           |
| Library functions                                           | _____      | _____     |
| Large group meetings                                        | _____      | _____     |
| Small discussion groups                                     | _____      | _____     |
| Storage space for books, materials, and equipment           | _____      | _____     |
| Audio-visual presentation                                   | _____      | _____     |
| Blackboard space                                            | _____      | _____     |
| Research and experimentation                                | _____      | _____     |
| Running water                                               | _____      | _____     |
| 3. Facility is weatherized for year-round use.              | _____      | _____     |

J. Resident Quarters

|                                                                                                                                                   |       |       |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|
| 1. Adequate living quarters are provided for staff temporarily involved in the program.                                                           | _____ | _____ |
| 2. Whenever possible and practical, structures emphasizing small group concept have been used rather than dormitory-type living for the students. | _____ | _____ |
| 3. Living units are weatherized for year-round use.                                                                                               | _____ | _____ |
| 4. Units possess adequate lighting and ventilation.                                                                                               | _____ | _____ |
| 5. Resident structures are designed to provide accommodations for at least one temporary staff member for every six to 10 students.               | _____ | _____ |

K. Service Roads and Trails

|                                                                                                                                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------|-------|-------|
| 1. In laying out roads and trails, the natural contour of the land has been followed in order to preserve the natural landscape. | _____ | _____ |
|----------------------------------------------------------------------------------------------------------------------------------|-------|-------|

|                                                                                                                                                       | <u>Yes</u> | <u>No</u> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| 2. Service roads and trails are provided only to the extent and specifications necessitated by primary program and maintenance needs.                 | _____      | _____     |
| <b>L. Maintenance Area</b>                                                                                                                            |            |           |
| 1. A specific area has been set aside to support the maintenance and servicing of the entire area.                                                    | _____      | _____     |
| 2. The service area is located away from the central administration area.                                                                             | _____      | _____     |
| 3. Contained in the service area are provisions for adequate storage of maintenance and repair equipment, machinery, and other appropriate materials. | _____      | _____     |
| 4. There is a building for storage of fire-fighting equipment which also contains the fire alerting system.                                           | _____      | _____     |
| <b>M. Utilities</b>                                                                                                                                   |            |           |
| 1. In planning and providing utilities, authorities, experts, and engineers have been consulted.                                                      | _____      | _____     |
| 2. In laying out and providing utilities, every effort has been made to preserve the surrounding natural environment.                                 | _____      | _____     |
| 3. Pipelines and power lines have been placed below the frost line.                                                                                   | _____      | _____     |
| 4. Electrical power has been provided for all areas and main buildings.                                                                               | _____      | _____     |
| 5. Water and sewage disposal has been provided for all areas and main buildings.                                                                      | _____      | _____     |
| 6. Telephone service has been provided for the administration center, dining hall, health center, and the service area.                               | _____      | _____     |

## APPENDIX C - EVALUATION FORMS (Cont.)

### Survey of Preprogram Student Attitudes And Interests of Resident Outdoor Education\*

#### Directions:

In preparation for the resident outdoor education program we would like to know what you have done in the past, what you would like to do, and what you think about the natural environment. Your responses will help us make your experience more interesting and will also help other students in the future. Think about each question and then answer it by writing Yes or No on the line to the left of the question. Answer each question even when you decide you are not certain whether the answer is yes or no. For these questions, decide which is closest to what you think.

- \_\_\_\_\_ 1. Have you ever taken overnight trips to the country with your family for at least 3 days?
- \_\_\_\_\_ 2. Have you ever been away from your family for at least 3 days?
- \_\_\_\_\_ 3. Of the following, which have you visited for at least 3 days?
  - \_\_\_\_\_ a) A relative's home
  - \_\_\_\_\_ b) A friend's home
  - \_\_\_\_\_ c) An overnight summer camp
  - \_\_\_\_\_ d) A study or school-type camp
  - \_\_\_\_\_ e) A ski resort
  - \_\_\_\_\_ f) A farm
- \_\_\_\_\_ 4. Have you learned about resident outdoor education programs from students who have participated in them?
- \_\_\_\_\_ 5. From what you have heard about the resident outdoor education program, are you excited about going to the camp?
- \_\_\_\_\_ 6. Do you like the idea of going away for a resident outdoor education program with your teacher?
- \_\_\_\_\_ 7. Do you like the idea of going away for a resident outdoor education program with some of your classmates?
- \_\_\_\_\_ 8. Do you like the idea of going away for a resident outdoor education program with all of your classmates?
- \_\_\_\_\_ 9. Do you feel that your teacher really knows you?

\*Adapted from an evaluation form used by the Nassau County Board of Cooperative Educational Services, Westbury, New York.

- \_\_\_\_\_ 10. Do you feel that you have many friends among your classmates?
- \_\_\_\_\_ 11. Do you have any regular jobs or chores to perform at home?
- \_\_\_\_\_ 12. Do you have any regular jobs to perform in the classroom?
- \_\_\_\_\_ 13. Do you like to do any jobs or chores by yourself?
- \_\_\_\_\_ 14. Do your parents have any objections to your going on this trip?
- \_\_\_\_\_ 15. If you have taken any field trips with your class, please indicate the places you have visited.
- \_\_\_\_\_ a) Museum
- \_\_\_\_\_ b) Park or nature trail
- \_\_\_\_\_ c) Seashore or beach
- \_\_\_\_\_ d) Zoo
- \_\_\_\_\_ e) Bird sanctuary
- \_\_\_\_\_ 16. Have you ever taken hikes in the country or in the woods?
- \_\_\_\_\_ 17. Did you ever participate in camping experiences with any of the following:
- \_\_\_\_\_ a) Religious group
- \_\_\_\_\_ b) Boy Scouts
- \_\_\_\_\_ c) Girl Scouts
- \_\_\_\_\_ d) Camp Fire Girls
- \_\_\_\_\_ e) 4-H Club
- \_\_\_\_\_ 18. Have you ever visited a farm?
- \_\_\_\_\_ 19. Would you say that you like the country better than the city?
- \_\_\_\_\_ 20. Are there any things that you dislike about the country?
- \_\_\_\_\_ 21. Do you now have or have you ever had a dog?
- \_\_\_\_\_ 22. Do you now have or have you ever had a cat?
- \_\_\_\_\_ 23. Do you now have or have you ever had a fish or turtle?
- \_\_\_\_\_ 24. Do you now have or have you ever had a bird?
- \_\_\_\_\_ 25. Do you now have or have you ever had a snake or lizard?

- \_\_\_\_\_ 26. Do you now have or have you ever had a small mammal, (mouse, guinea pig, hamster, etc.)?
- \_\_\_\_\_ 27. Do you now collect or have you ever made a collection of leaves or plants?
- \_\_\_\_\_ 28. Do you now collect or have you ever made a collection of stones?
- \_\_\_\_\_ 29. Do you now collect or have you ever made a collection of frogs or tadpoles?
- \_\_\_\_\_ 30. Do you now collect or have you ever made a collection of butterflies?
- \_\_\_\_\_ 31. Do you now collect or have you ever made a collection of snakes?
- \_\_\_\_\_ 32. Do you now collect or have you ever made a collection of insects?
- \_\_\_\_\_ 33. Do you feel that you can learn more about nature and science in a school-camping program than in the classroom?
- \_\_\_\_\_ 34. Do you feel that you will miss any school work by being away from your class for 3 or more day ?
- \_\_\_\_\_ 35. Do you feel that there will be more recreational activities in the school-camping program than there are in school?
- \_\_\_\_\_ 36. Do you feel that you know enough about what will take place at the school-camping program?
- \_\_\_\_\_ 37. Did you have a chance to help in the planning of this camping program?
- \_\_\_\_\_ 38. Did you take part in planning the camp activities?
- \_\_\_\_\_ 39. Are you looking forward to this camping program?

APPENDIX C - EVALUATION FORMS (Cont.)

Postprogram Survey of Student Reactions and Attitudes  
To the Resident Outdoor Education Program\*

Directions:

As a followup to your resident outdoor education program, we would like to know your reactions to the many different aspects of the program. Your answers to the following questions will help us all to understand the benefits of this program to you and to the other students. Answer each question by writing a Yes or No on the line to the left of the question. If you are not certain whether the answer should be yes or no, decide which is closest to what you think.

- \_\_\_\_\_ 1. Was the resident outdoor education program a completely new experience for you?
- \_\_\_\_\_ 2. Do you consider that your experience in the outdoor education program was generally worthwhile?
- \_\_\_\_\_ 3. Do you consider that the outdoor education experience was generally better than -
  - \_\_\_\_\_ a) A one-day school fieldtrip?
  - \_\_\_\_\_ b) Visiting with your relatives out of town?
  - \_\_\_\_\_ c) An equal period at an overnight summer camp or at a scout camp?
- \_\_\_\_\_ 4. Did the program turn out as you had originally expected?
- \_\_\_\_\_ 5. Do you feel that there was enough planning for everything in the program?
- \_\_\_\_\_ 6. Do you feel that the major benefits to you during this program included -
  - \_\_\_\_\_ a) Studying science in the field?
  - \_\_\_\_\_ b) Studying any school subjects in the field?
  - \_\_\_\_\_ c) Getting to know your classmates better?
  - \_\_\_\_\_ d) Getting to know your teachers better?
  - \_\_\_\_\_ e) Doing kitchen chores or other jobs at camp?
  - \_\_\_\_\_ f) Learning the rules of how to live together?
- \_\_\_\_\_ 7. Do you feel that the size of the group was good for this program?

\*Adapted from an evaluation form used by the Nassau County BOCES, Westbury, New York

- \_\_\_ 8. Do you feel that some of your teachers who were with you have gotten to know you better?
- \_\_\_ 9. Have you made any new, close friends among your classmates through this program?
- \_\_\_ 10. Do you feel that you now have many friends among your classmates?
- \_\_\_ 11. Do you feel that the cooperation in group living by the students was good?
- \_\_\_ 12. Did you do any jobs or chores during this program?
- \_\_\_ 13. Did you have enough time to see or collect plants, leaves, and other specimens?
- \_\_\_ 14. Did you have enough opportunity to see or study about animals during this program?
- \_\_\_ 15. Would you have liked to have had more opportunity for work in your academic subjects during the program?
- \_\_\_ 16. Do you feel that you have learned more about nature and science than you would have in the classroom at school?
- \_\_\_ 17. Do you feel that you have learned more about your academic subjects than you would have in the classroom in school?
- \_\_\_ 18. Do you feel that the sleeping arrangements were satisfactory?
- \_\_\_ 19. Do you feel that the meals were satisfactory?
- \_\_\_ 20. Do you feel that this trip should have been shorter in length?
- \_\_\_ 21. Have you started any collections of any of the following as a result of the trip?
  - \_\_\_ a) Leaves or plants
  - \_\_\_ b) Stones or minerals
  - \_\_\_ c) Frogs or tadpoles
  - \_\_\_ d) Butterflies
- \_\_\_ 22. Did your parents seem pleased with your reports of this trip?
- \_\_\_ 23. Would you recommend any changes in the program if you should go again?
- \_\_\_ 24. Would you like to go again if the program were similar?

Answer the following questions by filling in the type of activity in which you participated.

25. What activity do you feel was most worthwhile for you? \_\_\_\_\_
26. What aspects of the country and the out-of-doors impressed you most?  
\_\_\_\_\_
27. What special, new, or unusual activity did you participate in that you remember most? \_\_\_\_\_
28. What recreational or fun activity did you enjoy the most?  
\_\_\_\_\_
29. What activity do you think should be omitted? \_\_\_\_\_
30. What evening activity did you think was most worthwhile?  
\_\_\_\_\_

#### Student Evaluation Form\*\*

Dear Student:

Recently you participated in a resident outdoor education program in which you spent 24 hours a day with pupils, teachers, and the resident center staff. This living experience involved more than just academic subjects. You learned about the pleasures and problems of living with people other than your family. You have been counted upon to accept responsibilities in your living quarters, the dining hall, the outdoors, and various other meeting places. Now we would like to know your thoughts about this experience. Please think about the following questions and then answer them.

- What experiences do you feel were most worthwhile?
- What experiences do you feel were most enjoyable?
- What experiences were most difficult for you?
- How would you change the resident outdoor education to make it a better educational experience for students who will participate in the program next year?

\*\*Adapted from an evaluation form used by the Port Washington Public Schools, Port Washington, New York.

APPENDIX C - EVALUATION FORMS (Cont.)

Postprogram Survey of Staff Reactions to the  
Resident Outdoor Education Program\*

Name \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

1. To what extent did you feel the objectives of the resident outdoor program were fulfilled?
2. What suggestions can you offer in relation to the resident outdoor program?
3. What are the strong points of the program?
4. What are the weak parts of the program?
5. What suggestions can you offer in relation to the physical arrangements of the resident outdoor education center?
6. Was the food satisfactory?
7. Would you recommend resident outdoor education for children? Why?
8. What are your reactions to the group living at the resident outdoor education center?
9. Did you receive cooperation from other staff members?

\*Adapted from an evaluation form used by the Fulton Consolidated Schools, Fulton, New York.

10. Did you feel you needed more inservice education before you worked at a resident outdoor education center?
11. In which program areas did you feel inadequate?
12. What particular problems arose in your group?
13. What was the most important thing you learned about the students?
14. What classroom problems appeared to improve in the resident center situation?
15. What did you enjoy most about the program?
16. What phase did you dislike the most?
17. Do you think we should continue the resident program next year?

APPENDIX C - EVALUATION FORMS (Cont.)

Parent Evaluation of Resident Outdoor Education Program\*

Dear Parent:

Below are some questions that we would like you to answer. The questions are all related to our resident outdoor education program and are designed so that we may obtain your reaction to the program. We hope you will be very frank in answering these questions since your honest response is extremely important in our overall evaluation of the program. Please return this form as soon as possible.

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Principal or Coordinator of  
Outdoor Education

Please answer yes or no on the lines to the left of questions 1-9.

- \_\_\_\_\_ 1. Do you feel that the time your child spent in the resident outdoor education program was worthwhile?
- \_\_\_\_\_ 2. Would you favor continuing the resident outdoor education program?
- \_\_\_\_\_ 3. If this program is continued, would you allow your child to participate?
- \_\_\_\_\_ 4. Do you feel that the resident outdoor education program was conducted for an adequate period of time?
- \_\_\_\_\_ 5. If your response to question 4. is no, check a) or b)
  - \_\_\_\_\_ a) I feel it should be longer.
  - \_\_\_\_\_ b) I feel it should be shorter.
- \_\_\_\_\_ 6. Was your child happy during his stay at the resident center?
- \_\_\_\_\_ 7. Do you feel that this outdoor education experience may be helping him or her in school this year?
- \_\_\_\_\_ 8. Since returning home, does he or she often mention his or her outdoor education experience?
- \_\_\_\_\_ 9. Since the resident outdoor education program have you noticed any changes in your child in his or her -
  - \_\_\_\_\_ Relationships with others?
  - \_\_\_\_\_ Relationships with family members?

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\*Adapted from an evaluation form used by the Fulton Consolidated Schools, Fulton, New York.

- \_\_\_\_\_ Consideration for others?
- \_\_\_\_\_ Friendliness?
- \_\_\_\_\_ Health Habits?
- \_\_\_\_\_ Assistance around the home?

Please comment further on any area where you feel it is necessary.

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## APPENDIX D- RESIDENT OUTDOOR EDUCATION CENTERS IN NEW YORK STATE

### Resident Outdoor Education Centers In New York State

The following facilities represent some of the resident outdoor education centers which have been utilized by school districts for outdoor education experiences. For specific information about these facilities and their availability to school districts, contact the coordinator of outdoor education at each center.

Outdoor Education Center  
Fancher Campus  
State University College at Brockport  
Brockport, New York 14470

Outdoor Education Center  
Franklinville Campus  
State University College at Buffalo  
1300 Elmwood Avenue  
Buffalo, New York 14222

Outdoor Education Center  
Raquette Lake Campus  
State University College at Cortland  
Cortland, New York 13045

Outdoor Education Center  
Ashokan Campus  
State University College at New Paltz  
New Paltz, New York 12401

Outdoor Education Center  
State University College at Oneonta  
Oneonta, New York 13820

Outdoor Education Center  
Twin Valleys Campus  
State University College at Plattsburgh  
Plattsburgh, New York 12901

Outdoor Education Center  
Star Lake Campus  
State University College at Potsdam  
Potsdam, New York 13676

Rogers Environmental Education Center  
Box Q  
Sherburne, New York 13460

Jug Hill Nature Center  
Clinton Hollow, P.O.  
Staatsburg, New York 12580

Camp Greenkill YMCA - YWCA Camps  
Huguenot, New York 12746

Mountain Lakes Camp  
Westchester County Department of Parks, Recreation, and Conservation  
County Office Building  
White Plains, New York 10601

Holiday Hills  
YMCA Educational Center  
Pawling, New York 12564

Camp Owata Outdoor Education Center  
58 Port Watson Street  
Cortland, New York 13045

Frost Valley Environmental Center  
Olivera, New York 12462

Camp Onanda Outdoor Education Facility  
175 Clinton Avenue North  
Rochester, New York 14604

Lake Clear Girl Scout Council  
North Country Girl Scout Council  
56 Cornelia Street  
Plattsburgh, New York 12901

Wolf Creek Boy Scout Camp  
Seneca Council Office  
218 North Second Street  
Olean, New York 14760

Golden Valley Outdoor Education Center  
Box 525  
Sidney, New York 13838

Pok-o-Moonshine Outdoor Education Center  
Long Pond, Willsboro, New York 12996

Hillside Outdoor Education Center  
Gage Road  
Brewster, New York 10509

Sharpe Environmental Center  
Sharpe Reservation  
Fishkill, New York 12524